



## **EDUCATION/LICENSING COMMITTEE MEETING**

### **AGENDA**

**Department of Consumer Affairs  
1625 North Market Blvd.  
Hearing Room S-102  
Sacramento, CA 95834  
Phone: 916.322.3350**

**March 10, 2011**

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**Thursday, March 10, 2011 - 10:30 AM to 12:30 PM**

**9.0 REVIEW AND APPROVE MINUTES:**

Ø January 5, 2011

**9.1 RATIFY MINOR CURRICULUM REVISION**

- 9.1.1 California State University, Fullerton, Baccalaureate Degree Nursing Program, Entry Level Master's Degree Option
- 9.1.2 Holy Names University LVN to Baccalaureate Degree Nursing Program
- 9.1.3 Humboldt State University Baccalaureate Degree Nursing Program
- 9.1.4 Loma Linda University Baccalaureate Degree Nursing Program
- 9.1.5 University of California, Los Angeles, Baccalaureate Degree Nursing Program and Entry Level Master's Degree Nursing Program Option
- 9.1.6 United States University Entry Level Master's Degree Program
- 9.1.7 MiraCosta College Associate Degree Nursing Program
- 9.1.8 Pacific Union College Associate Degree Nursing Program
- 9.1.9 University of Phoenix Family Nurse Practitioner Program

**Progress Report:**

- 9.1.10 Humboldt State University Baccalaureate Degree Nursing Program
- 9.1.11 Simpson University Baccalaureate Degree Nursing Program
- 9.1.12 Riverside Community College Associate Degree Nursing Program

**9.2 MAJOR CURRICULUM REVISION**

- 9.2.1 California State University, Sacramento, Accelerated Baccalaureate Degree Nursing Program Option
- 9.2.2 California State University, Stanislaus, Accelerated Baccalaureate Degree Nursing Program Option

- 9.3 CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM**
  - 9.3.1 National University Baccalaureate Degree Nursing Program**
- 9.4 MEMORANDUMS OF UNDERSTANDING FOR CALIFORNIA APPROVED REGISTERED NURSING PROGRAMS IN PARTNERSHIP WITH OUT-OF-STATE ONLINE REGISTERED NURSING PROGRAMS**
- 9.5 ACCREDITATION OF PRELICENSURE NURSING PROGRAMS UPDATE**
- 9.6 2009-10 REGIONAL ANNUAL SCHOOL REPORTS**
- 9.7 LICENSING PROGRAM REPORT**
- 9.8 NCLEX-RN PASS RATES UPDATE**
- 9.9 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA**

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Board members who are not members of this committee may attend meetings as observers only, and may not participate or vote. Action may be taken on any item listed on this agenda, including information only items. Items may be taken out of order for convenience, to accommodate speakers, or maintain a quorum. The public will be provided an opportunity to comment on each agenda item at the time it is discussed; however, the committee may limit the time allowed to each speaker.

**BOARD OF REGISTERED NURSING  
EDUCATION/LICENSING SUB-COMMITTEE MINUTES**

**DATE:** January 5, 2011

**DRAFT**

**TIME:** 10:30 AM to 12:30 PM

**LOCATION:** **Hilton San Diego Mission Valley  
901 Camino del Rio South  
San Diego, CA 92108  
Phone: 1.619.543.9000**

**PRESENT:** Catherine M. Todero, PhD, RN, Chair  
Judy Corless, BSN, RN  
Dian Harrison, MSW, Public Member  
Richard L. Rice, Public Member

**STAFF PRESENT:** Louise Bailey, MEd, RN, EO; Miyo Minato, MN, RN, NEC; Katie Daugherty, MN, RN, NEC; Leslie Moody, MEd, MSN, RN, NEC; Janette Wackerly, MBA, RN, NEC; Bobbi Pierce, Licensing Manager; Julie Campbell-Warnock, Research Program Specialist.

**Dr. Catherine Todero called the meeting to order at 1030 AM. Committee members introduced themselves.**

**9.0 ACCEPTANCE OF MINUTES**

**September 22, 2010 MINUTES**

**November 15, 2010 MINUTES**

**ACTION:** Accept the Minutes of September 22, 2010 and November 15, 2010 with minor corrections to punctuation and grammar.

**M/S/C:** Harrison/Corless

**Public input:** None

**9.1 RATIFY MINOR CURRICULUM REVISION**

- 9.1.1 California State University Chico, Baccalaureate Degree Nursing Program (LVN to BSN Option)
- 9.1.2 California State University Fresno, Baccalaureate Degree and Entry Level Master's Degree Nursing Program
- 9.1.3 California State University San Marcos, Baccalaureate Degree Nursing Program
- 9.1.4 University of San Francisco, Baccalaureate Degree Nursing Program
- 9.1.5 Chabot College, Associate Degree Nursing Program
- 9.1.6 College of Marin, Associate Degree Nursing Program
- 9.1.7 College of the Sequoias, Associate Degree Nursing Program
- 9.1.8 Golden West College, Associate Degree Nursing Program
- 9.1.9 Mt. San Antonio College, Associate Degree Nursing Program
- 9.1.10 Mt. San Jacinto College, Associate Degree Nursing Program

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- 9.1.11 Unitek College, LVN to RN Associate Degree Nursing Program
- 9.1.12 Yuba College, Associate Degree Nursing Program

**Progress Report:**

- 9.1.13 California State University Sacramento, Baccalaureate Degree Program
- 9.1.14 United States University, Entry Level Master's Degree Nursing Program

L.Moody, NEC, presented this report.

**ACTION: Ratify Minor Curriculum Revisions.**

**M/S/C: Rice/Harrison**

**Public input: None**

## **9.2 MAJOR CURRICULUM REVISION**

### **9.2.1 California State University Dominguez Hills, Entry Level Master's Degree Nursing Program**

**The program director, Patricia A. Hinchberger, EdD, RN, represented the program.**

M. Minato, NEC presented this report. CSU Dominguez Hills ELM Program submitted a major curriculum revision proposal that their faculty had been working on since spring 2010, and is intended to ensure complete educational preparation for graduates entering the Clinical Nurse Leader roles. The revision was guided by program evaluation and student feedback. Documents were provided that detailed the proposed course changes which met the Board rules and regulation. Major elements of the revision included: lengthening of the curriculum from five to six semesters; redistribution of course contents, re-sequencing of courses, and renumbering of courses; strengthening the leadership and management content by introduction of courses for CNL roles concurrently with the basic medical surgical courses and offering theory of CNL roles in two separate courses, with increasing the number of clinical hours for the CNL practicum to ensure adequate clinical hours for the CNL role; re-distribution of nursing units resulting in more nursing units designated as Master's, post-licensure content but a net increase of only one unit for the ELM degree.

**Dr. Todero requested clarification regarding the length of the program. Dr. Hinchberger responded that the program is two years in length including students' attendance at summer sessions. Dr. Todero asked if the CNLs were finding employment post graduation. Dr. Hinchberger responded that many already work in the VA system where CNL certification is a requirement.**

**ACTION: Approve the major curriculum revision for the California State University Dominguez Hills, Entry Level Master's Degree Nursing Program.**

**M/S/C: Corless/Harrison**

**Public input: None**

### **9.2.2 University of Phoenix, LVN to Baccalaureate Degree Nursing Program at Modesto Jessica Gomez, MSN, RN, Director LVN to BSN Program/Chair - College of Nursing, and Pamela Fuller, Ed.D, RN, Dean – College of Nursing, represented the program.**

J. Wackerly, NEC presented this report. The University of Phoenix, Modesto Campus, LVN-RN program requested approval of a major curriculum revision with anticipated implementation March 1, 2011. The major curriculum design aligns the College's mission, student needs, California Board of Nursing regulation 1426, QSEN core competencies, and the CCNE's 2008 *Essentials of Baccalaureate Education*. The nursing theory selected is Jean Watson's Theory of Human Caring. Curriculum revision includes the addition of six units, increasing the overall program from 120 to 126 units. Anatomy and Physiology courses will increase by one unit to four units, incorporating virtual lab

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experience, and Microbiology units are increased as well. Nursing courses were revised by increasing credits or strengthening content. Revised curriculum will have new course titles and numbers and meets Board rules and regulations.

**Dr. Todero asked about the application of TEAS testing. Ms Gomez and Dr. Fuller explained that it would initially be used to identify student tutoring needs and to gather data on student performance that will determine how it will be used in future curriculum applications. Dr. Todero and Judy Corless asked about the use of simulation. Dr. Fuller and Ms Gomez explained that simulation is used for instruction in one class meeting for each nursing course. In response to additional questions regarding enrollment and FTEs, Dr. Fuller informed that there are currently 258 students in the program with 199 currently in nursing courses, and that there are 3 full-time faculty plus a simulation tech that assists RN faculty with technical aspects of the skills lab supported by 21 adjunct faculty. The program considers faculty teaching load which is six courses per year.**

**ACTION: Approve the major curriculum revision for the University of Phoenix, LVN to Baccalaureate Degree Nursing Program at Modesto.**

**M/S/C: Rice/Corless**

**Public input: None**

### **9.2.3 Napa Valley College, Associate Degree Nursing Program**

**Susan C. Engle, MSN, RN, Interim Associate Dean, represented the program.**

J. Wackerly, NEC presented this report. The Napa Valley College ADN Program requested approval of a major curriculum revision that included the adoption of a Mission Statement, updating the Philosophy, development of the Unifying Theme, and Program Outcomes and Course outcomes statements. The faculty used the Nursing Practice Act (NPA), and the Institute of Medicine Teaching IOM: Implications of IOM Reports for Nursing Education and other references to strengthen the curriculum. The curriculum revision changed course content but course titles and numbers were unchanged. Total nursing units and units for graduations remained the same. The program implemented the curriculum revision in January 2009.

The revision was not noticed to the NEC until fall 2010. The NEC met with the nursing faculty on December 6, 2010 and explained the board's rules and regulations regarding and the need for Board approval prior to the program implementing a major change in curriculum.

Napa Valley College also has a Paramedic/LVN to RN advanced placement program. Napa Valley College, utilizing HESI testing, has validated that Paramedic and LVN have basic knowledge base, so these students are given 11.5 units of equivalency credit. The program provides Bridge Modules for the Paramedic/LVN with Web-based theory followed by clinical. Paramedic students are also required to complete a Bridge Module in Maternity Nursing.

**Dr. Todero requested additional information about the advanced placement provision and was provided additional verbal report by Ms Engle who also advised that grant funding for this pilot program was ending which may result in loss of future opportunities to continue this option. Dr. Todero asked if there were any challenges unique to these advanced placement students to which Ms Engle reported that students sometimes had more difficulty learning the role of the RN and that one of the program's faculty is conducting research to explore this issue. J. Corless asked whether the IOM recommendations used in forming the revision were the current recommendations or from the past report. Ms Engle clarified that they were from the past report**

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**but that the program was involved also in projects to implement the current IOM report recommendations including a collaborative with Sonoma State University that facilitates graduate progression to BSN and MSN degree programs.**

**ACTION: Approve the major curriculum revision for the Napa Valley College, Associate Degree Nursing Program**

**M/S/C: Corless/Rice**

**Public input: None**

### **9.3 ACCREDITATION OF PRELICENSURE NURSING PROGRAMS**

L. Moody, NEC, presented this proposal. A revised AIS and table attachment were provided to committee Board members at the beginning of the meeting.

During the regulatory process for the recently approved education regulations, the concept of requiring accreditation of all prelicensure nursing programs was raised. Several commentators submitted public comments on the proposed regulations recommending an accreditation requirement. Specifically, two organizations (American Nurses Association-California and California Nurses Association) and two individuals (Baker and O'Rourke) recommended that the Board require institutions of higher education be accredited by a regional or national accrediting organization such as Western Association of Schools and Colleges (WASC). Reasons stated for recommending the proposed requirement included: 1) accreditation is in the public interest; 2) is a requirement for other types of healthcare professionals' education; 3) assures quality of the institution; 4) provides consistent standards; 5) increases potential for transferability of units; 6) ensures that the institution provides an environment that supports broad education and intellectual stimulation; and 7) facilitates students' access to federal financial aid. The Board voted to accept the comments and to promulgate a separate regulatory proposal requiring that institutions of higher education be accredited, and at its November 2010 meeting, the Board referred the issue of accreditation of these institutions to the Education and Licensing Committee.

BRN staff have researched and discussed the issue, and submitted the following proposal: The institution of higher education offering the nursing program, or the institution of higher education with which the nursing program is affiliated, must be institutionally accredited by the Junior/Community College or Senior College Division of the Western Association of Colleges and Schools or a regional counterpart. Existing programs that do not meet the requirement must, within a specified time period yet to be determined: 1) apply for regional accreditation; 2) submit reports to the Board detailing the institution's progress in achieving the requisite accreditation; and 3) become fully accredited.

A variety of reasons for requiring institutional accreditation have already been provided and a presentation on "accreditation" and the staff discussion regarding research findings that produced this proposal was presented along with the reasons for recommending regional institutional accreditation which include transferability of academic credit, focus on degree-granting colleges and universities, comparability with accreditation requirement for other professions, comparability with accreditation requirement for public institutions of higher education, and guarantee of degree-granting authority.

**ELC Board members asked questions regarding cost and length of time required for WASC accreditation and all expressed a desire to hold multiple public forums to facilitate stakeholder input preliminary to consideration of drafting regulatory language for this proposal.**

**ACTION: Hold public forums in four California locations (Sacramento, Los Angeles, San Diego, central California) to invite input from as many constituent groups as possible, including schools, nursing programs, students, healthcare provider and nursing organizations, consumers and others, on the proposal to require the schools of Board approved nursing programs be**

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**institutionally accredited by the Junior/Community College or Senior College Division of the Western Association of Colleges and Schools or a regional counterpart. Staff to report to ELC input received from these public forum sessions.**

**M/S/C: Harrison/Rice**

**Public input:** Kelly Green of the California Nurses' Association urged the Board to continue its progress of working on this concept. Diane Moore, Associate Provost of West Coast University expressed concerns regarding the cost and length of time required to achieve WASC accreditation, discussed the benefits of accreditation by a national accrediting body, and urged the Board to not limit acceptable accreditation to only WASC. Elizabeth Berry, RN, NP, Riverside County Regional Medical Center expressed support for an accreditation requirement that may provide additional value to students and is also necessary to qualify graduates for employment in the VA system. Mikail Schneider, VP of Nursing, Heald College stated that transferability of units is problematic even between public California colleges and that, regardless of accreditation status, acceptance of units is determined by each individual college. Mr. Schneider also expressed concerns regarding potential expenses of WASC accreditation to colleges resulting from changes that schools must make to come into compliance with WASC standards. Cheryl Ratliffe of Concorde Career Colleges stated that she supports evaluation of the issue and encouraged evaluation of the manner in which other states have addressed the issue of academic quality.

### **9.3 GOALS AND OBJECTIVES 2011-2013**

L. Moody, NEC presented this report. Biennially committee goals and objectives are reviewed and revised as needed. The 2009-11 ELC Goals and Objectives were reviewed and revised to produce 2011-2013 recommendations listed in an attachment. A summary of changes to the 2009-11 Goals/Objectives was provided.

**ACTION: Approval of the Goals and Objectives 2011-2013 as presented.**

**M/S/C: Rice/Corless**

**Public input: None**

### **9.5 2010 GOAL ACHIEVEMENT REPORT**

L. Moody, NEC presented this report. Annually the committee reviews the activities of the previous calendar year in relation to meeting their stated goals and objectives. An attachment detailed the achievements relative to ELC 2009-11 Goals and Objectives for the period of January 2010 to December 2010. Achievements for Goal #5 were not listed in the draft report but it was verbally reported that staff work relative to these goals and objectives is ongoing, and the report will be updated to reflect such.

**Public input: None**

### **9.6 LICENSING PROGRAM OVERVIEW AND STATISTICS**

B. Pierce, Lead Program Analyst presented this report.

#### **Program Update:**

From October 1, 2010 through December 14, 2010, the Board received 2,497 applications from new graduates who attended California nursing programs and 147 applications from new graduates who attended out of state nursing programs. This is a slight decrease in applications from the previous period and may be due to students waiting to submit their application until they have successfully completed the final course or delaying application due to concerns related to decreased employment opportunities. Of these applications, 521 California graduates and 28 out of state graduates have been found eligible

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for the NCLEX-RN. There have been 77 California graduates and 9 out of state graduates permanently licensed. The reason for the difference between the number of applications received and the number of applicants made eligible is that California graduates cannot be found eligible for the examination until the date of graduation or completion of nursing requirements, and out of state graduates cannot be found eligible for the examination until an official transcript, with degree posted, has been received and evaluated. An update of the number of new graduates found eligible and licenses issued will be provided at the February Board Meeting.

#### **Statistics:**

The Department of Consumer Affairs, in conjunction with the Board, continues to provide statistical reports to the Governor's Office and the State and Consumer Services Agency on a monthly basis for the Licensing and Job Creation Report. This project has been on-going since January 2010 and the Board has been an active participant in meeting the goals of the program to contribute towards California's job growth through expeditious and efficient processing of professional pending examination and licensing applications.

The statistics for the last two fiscal years and the first five and one-half months of Fiscal Year 2010/11 were provided in an attachment. It was pointed out that there is a decrease in the number of applications for examination, endorsement and repeaters during the last two fiscal years. It is believed that this is due to the economic slowdown and the Board no longer accepting applications that do not include a United States Social Security Number. In the previous quarter there were only 23 applicants that did not have a Social Security Number.

#### **Issues:**

- The International Analysts have seen an increase in the number of fraudulent documents. These documents include transcripts allegedly being sent from nursing schools and copies of registered nursing licenses sent by applicants. While the number of applications has decreased, the time needed to analyze the applications and supporting documents has increased. There are a large number of international applications suspended in queue waiting action by some other party such as submission of transcripts or additional documentation from applicant.
- Online programs that offer degrees based on life and/or work experience. The applicant can earn a degree in as little as seven (7) days. The websites state that there is no attendance required, no course materials, no examinations, and no waiting to get into the program.

**Dr. Todero asked about the approximately 1,000 applications pending action. Ms Pierce explained that there were various reasons including waiting for the roster from the program, waiting on fingerprinting results or that the student had not yet successfully completed the final program course.**

**Public input: An audience member commented that they had known of an illegitimate school that kept boxes of degree documents that were distributed to enrollees. This person suggested that BRN costs of reviewing international applications should be offset by requiring higher fees from these applicants.**

### **9.7 OUT OF COUNTRY APPLICANTS**

B. Pierce, Lead Program Analyst presented this report.

While the Licensing Program has experienced a decrease in the number of applications for applicants educated out of the country, the level of difficulty in analyzing these applications has increased. The



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Licensing Analysts review documents from nursing programs all over the world. While the documents differ in format from each country, there are consistencies within each country that the analysts are familiar with. Examples of some of the difficulties the Licensing Analysts deal with on a daily basis and challenges unique to reviewing applications from applicants educated in the Philippines, Haiti, Ethiopia, Nigeria, Russia and former republics, and China were described.

**Dr. Todero noted that there may be many foreign nurses practicing in California who were licensed during the past period of nursing shortage and questioned whether the degree of scrutiny has always been as extensive. Ms Pierce clarified that during her time in her current role, international applications undergo a very thorough review.**

**Public input: None**

## **9.8 2009-2010 ANNUAL SCHOOL REPORT (PRELIMINARY REPORT)**

J. Campbell-Warnock, Research Program Specialist presented this report.

The BRN 2009-2010 Annual School Survey was conducted from October 1, 2010 to November 15, 2010. The survey was conducted on behalf of the Board by the Research Center at the University of California, San Francisco. Drafts of the 2009-2010 Annual School Report – Data Summary for Pre-Licensure Nursing Programs and 2009-2010 Annual School Report – Data Summary and Historical Trend Analysis were provided under separate cover, and include data on enrollments, graduations, faculty historical data from past years of the survey where available, etc. from California pre-licensure nursing programs. Ms Campbell-Warnock reviewed the data and provided analysis and interpretation.

It was explained that finalization of the report data has been slightly delayed due to factors that include the expanded length of this year's report related to the addition of questions to the survey, substitute staff working on the report at UCSF and delay in submission from one program due, in part, to flooding of their computer facilities. A final report will be available at the next Board meeting.

**ELC Board members discussed possible areas of concern related to student displacement from clinical rotations. Some healthcare organizations only accommodate students for clinical placement that will meet the organization's hiring criteria relative to the degree that will be earned. Dr. Todero suggested that future survey language for questions regarding loss of clinical placement might be made more specific to elicit a response that indicates whether the program completely lost a clinical placement or was offered a clinical placement that was different from previous schedules.**

**Public input: None**

## **9.9 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA**

**Public input: None**

**Meeting adjourned at 1250.**

Submitted by:

Leslie A. Moody, MSN, MAEd, RN  
Nursing Education Consultant

Accepted by:

Catherine M. Todero, PhD, RN  
Chairperson

**BOARD OF REGISTERED NURSING  
EDUCATION/LICENSING COMMITTEE MINUTES**

**DATE:** September 22, 2010

**TIME:** 10:00 AM to 1:00 PM

**LOCATION:** Hilton San Diego Mission Valley  
901 Camino del Rio South  
San Diego, CA 92108  
Phone: 619-543-9000

**PRESENT:** Judy Corless, BSN, RN  
Dian Harrison, MSW, Public Member  
Richard L. Rice, Public Member

**NOT PRESENT:** Catherine M. Todero, PhD, RN, Chair

**STAFF PRESENT:** Louise Bailey, MEd, RN, Interim EO; Maria Bedroni, EdD, NP, RN, SNEC; Miyo Minato, MN, RN, NEC; Katie Daugherty, MN, RN, NEC; Kelly McHan, MPH, RN; Carol Mackay, MN, RN, NEC; Leslie Moody, MEd, MSN, RN, NEC; Geri Nibbs, MN, RN, NEC; Janette Wackerly, MBA, RN, NEC; Heidi Goodman, AEO; Bobbi Pierce, Licensing Manager; Kathy Hodge, Enforcement Division; Julie Campbell-Warnock, Research Program Specialist.

**Judy Corless called the meeting to order at 10:25 AM, substituting for Dr. Todero, who was absent for a health reason. Committee members introduced themselves.**

**9.0 ACCEPTANCE OF May 18, 2010 MINUTES.**

**ACTION:** Accept the Minutes of May 18, 2010 with a correction on page 21, number 10.10 to 9.10.

**MSC:** Rice/ Harrison

**Public input:** None

**9.1 RATIFY MINOR CURRICULUM REVISION**

- 9.1.1 California State University Channel Islands Baccalaureate Degree Nursing Program
- 9.1.2 Evergreen Valley College Associate Degree Nursing Program
- 9.1.3 Hartnell College Associate Degree Nursing Program
- 9.1.4 Pasadena City College Associate Degree Nursing Program
- 9.1.5 Reedley College at Madera Community College Center Associate Degree Nursing Program
- 9.1.6 Santa Barbara City College Associate Degree Nursing Program
- 9.1.7 Yuba College Associate Degree Nursing Program

Progress Report:

- 9.1.8 California State University Chico LVN to BSN Program
- 9.1.9 University of California, Los Angeles, Baccalaureate Degree Nursing Program
- 9.1.10 Western Governors University Baccalaureate Degree Nursing Program

- 9.1.11 Everest College Associate Degree Nursing Program
- 9.1.12 Mt. San Jacinto College Associate Degree Nursing Program
- 9.1.13 Pasadena City College Associate Degree Nursing Program
- 9.1.14 West Hills College, Lemoore, Associate Degree Nursing Program

M. Minato, NEC, presented this report.

**ACTION: Ratify Minor Curriculum Revisions.**

**MSC: Harrison/Rice**

**Public input: None**

## **9.2 MAJOR CURRICULUM REVISION**

### **9.2.1 Point Loma Nazarene University Baccalaureate Degree Nursing Program**

**Barbara Taylor, RN, PhD is Dean and Director of the program represented the program.**

L. Moody, NEC, presented this report. The packet material showed that the program director and faculty worked to create new mission, philosophy, and program value/outcome statements that more clearly emphasize the inclusion of faith as a basis for the nursing philosophy, component of the curriculum and essential element of graduates' nursing practice. God is included with Environment, Person, Health, Nursing and Nursing Education as dimensions of the philosophy. Program value (outcome) objectives are articulated within a framework of Inquiring, Leading, Communicating, Following and Caring faithfully. All of this has replaced application of the Roy Adaptation theoretical framework. Course descriptions and course behavioral outcome objectives have been revised to reflect the new philosophy and are clearly stated in each course syllabus. The nursing process continues as a thematic thread incorporated across the nursing content.

Nursing course content was not changed, but was redistributed as follows:

- 2 units of community health clinical content were eliminated as a separate course. Content objectives were redistributed across the five major nursing content area courses to add the community health dimension in the context of each of those content areas.
- NSG150 Caring Faithfully: An Introduction to Nursing (2 units) was added as a prerequisite which is required for entry into the nursing courses and for graduation. This course is intended to support early socialization into the nursing major and assist in the holistic development and academic success of the nursing students.
- NSG480 Trends/Issues in Professional Nursing was reduced to a 1-unit course and the content and units shifted to existing NSG470 Nursing of Communities: Leadership and Management Focus which will become NSG470 Leading Faithfully: A Synthesis and Transition to Professional Nursing Practice and NSG480 Trends/Issues in Professional Nursing which will become NSG480 Nursing Capstone. These changes increase the effective delivery of the content.
- 3 units from the current NSG471 Nursing of Communities: Leadership and Management Clinical Practicum becomes NSG481 Nursing Capstone Practicum to provide senior students a comprehensive clinical experience to facilitate transition to professional nursing practice.

These revisions do not result in any change to the total units required for licensure or degree. New curriculum is to be implemented beginning in Spring 2011.

**ACTION: Approve the major curriculum revision for Point Loma Nazarene Baccalaureate Degree Nursing Program.**

**MSC: Harrison/Rice**

**Public input: None**



### **9.3 PROPOSED AMENDMENT, TITLE 16, CALIFORNIA CODE OF REGULATIONS, ARTICLE 3, SCHOOLS OF NURSING**

G. Nibbs, NEC, reported that the Board's regulatory proposal amending Article 3, Schools of Nursing, was submitted to the Office of Administrative Law on August 9<sup>th</sup>. The proposal was approved on 9/21/10 and will become effective on 10/21/10.

**ACTION: None**

**Public input: None**

### **9.4 FEASIBILITY STUDY FOR PRELICENSURE REGISTERED NURSING PROGRAM**

#### **9.4.1 Career Networks Institute Associate Degree Nursing Program**

**The program was represented by Jim Buffington is President, CEO and Founder of Career Networks Institute (CNI College) and Dr. Sybil Damon, RN, the nursing education consultant for the proposed program.**

C. Mackay, NEC, presented this report. CNI College has submitted at least three feasibility studies. The most recent CNI College Feasibility Study dated March 20, 2010 was presented. Mackay's report included following points:

##### Description of the Institution

CNI College, established in 1994, is a private for profit institution. CNI College consists of a single campus located in the city of Orange California.

On March 20, 2010, the student census at CNI College was 594 students. Of these, 214 students were enrolled in the Vocational Nursing program. In addition to the VN program, CNI College offers seven other health related programs including Surgical Technology, Massage Therapy, Pharmacy Technician, Medical Billing/Coding, Personal Fitness Training, Medical Assisting and MRI Technician.

CNI College is a degree granting College approved by the California Bureau for Private Postsecondary Education (BPPE). This approval grants CNI College the authority to award Associate of Occupational Science Degrees to graduates of its Criminal Justice and Massage Therapy programs. The BPPE approval also permits CNI College to offer and award an Associate of Science Degree following BRN approval.

CNI College is accredited by the Accrediting Bureau of Health Education Schools (ABHES). The CNI College Vocational Nursing Program is approved by the Bureau of Vocational Nursing and Psychiatric Technicians. CNI College has developed Articulation Agreements with three private BSN programs to assist students with the transfer of units.

With respect to graduates of CNI College LVN Program and the pass rates of first time candidates on NCLEX-PN, significant improvement occurred in 2009 and in the first two quarters of 2010.

<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010-1<sup>st</sup></u>	<u>2010-2<sup>nd</sup></u>
65%	63%	55%	73%	93.9%	93.98%	94.0%

##### Geographic Area

The CNI College Feasibility Study presents a description of the community demographics for Orange County (OC) including current and emerging health needs of the population. There are 18 nursing programs in this region that lead to RN licensure. Of these programs, 12 are ADN, four are BSN and two are ELM.

##### Type of Program

CNI College is proposing a generic Associate Degree Nursing Program with a LVN to ADN track and a 30-unit option. According to the budget section of the Feasibility Study, the proposed program will admit 24 LVN students in April every year and 24 generic students in September every other year. The start date



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for the first cohort of LVN students is Spring 2011. The first generic student cohort will be admitted September 2011.

### Curriculum

The proposed curriculum is presented in semester units. A semester at CNI College is 16 weeks in length. The curriculum consists of 43 nursing units (23 theory and 20 clinical). The total units for a degree equal 79 units. LVN students will receive 12 credit units for previous vocational nursing education. The Feasibility Study includes the proposed curriculum tracks for the LVN to ADN track and the 30-unit option, as well as, a brief description of the nursing courses.

The program's proposal that all prerequisites will be completed at any accredited college or university does not meet the BRN requirement listed in CCR Section 1426. In an email dated August 9, 2010, CNI College indicated that it intends to offer or provide access to all BRN required curriculum content including GE and science classes, which must in place by the time of the Self Study phase of the approval process. For applicants who have already taken the GE and science courses at an accredited institution, CNI College will accept transfer of these units in accord with its transfer policy.

### Resources

CNI College has a list of prospective faculty members that includes some of the LVN faculty members who are interested in teaching in the ADN program. CNI College plans to begin recruitment for a program director following acceptance of the Feasibility Study.

The existing building and services at CNI College are adequate to meet the needs of the proposed program. Space has been allocated for the ADN program as follows: for two classrooms, a 1500 square foot nursing skills lab, a computer lab with 28 computers, a director's office and faculty work space to accommodate 9 faculty members.

### Budget

The proposed program is being developed with reserve funds from CNI College dedicated specifically for the ADN program. Letters from banking institutions document the availability of reserve funds to support the proposed program. The College anticipates reserves to rebuild over time through student tuition from the new program. The Feasibility Study presents a general overview and details of the projected revenue and expenses for the proposed program FY 2011-2013.

### Clinical Placements

The CNI College Feasibility Study documents a total of 12 clinical placements showing availability of clinical placement in all BRN required clinical areas (MS, OB, Peds, Psych and Geri). Each area has placements sufficient to support instruction of an average size student cohort (8-10 students) Placements include acute care experiences in OB, pediatric and psychiatric nursing.

**D. Harrison asked regarding the budget and the use of the reserve funds for the proposed program and how it would be rebuilt. It was explained that as the students are admitted, tuitions will generate funds that will be returned.**

**R. Rice questioned about the clinical placement situation for the new program. The LVN Director reported that the facilities that have been submitted already have CNI's students and are wanting to receive the ADN students.**



**A comment was made about the improved NCLEX-PN pass rate since 2009. Mr. Buffington and the LVN Director reported that CNI has made available to students additional resources, including HESI and ATI strategies.**

**Dr. Bedroni commented that the proposed program is a professional program, not vocational and that transition from vocational program is needed, which included faculty. Dr. Damon responded that the program will do whatever necessary to meet the Board's requirements.**

**ACTION: Accept the Feasibility Study for Career Network Institute Associate Degree Nursing Program. The proposed curriculum must meet the requirements per CCR Sec. 1426, including the General Education and Science courses, when the self-study is submitted**

**MSC: Harrison/Rice**

**Public input: None**

#### **9.4.2 Heald College Baccalaureate Degree Nursing Program, Fresno Campus**

**Representing Heald College were Mikhail Shneyder, RN, is Vice President of Allied Health Programs at Heald College Central Administrative Office, Yvette Ross, RN, Corporate Director for Clinical and Community Partnership, and Gloria Fitzgerald, RN, representing Nursing Leadership Coalition, academic-clinical partnership in Fresno.**

C. Mackay, NEC, presented this report. The Heald College Feasibility Study dated July 2010 is the first Feasibility Study submitted by the College. Additional information was requested and supplied by Heald College on August 9, 2010. Mackay's report included the following:

##### Description of the Institution

Heald College, established in 1863, has grown from a single campus in San Francisco to a 12-location college system across the western United States. Heald College has ten campuses in California. At this time, none of the California campuses offer a pre-licensure RN program. Heald College is a private, for-profit institution. As of January 2010, Heald College became a wholly owned subsidiary of Corinthian Colleges Inc. (CCi). CCi also owns the Everest College System. Everest College offers nursing programs in seven States and has two programs in California; an ADN Program in Ontario and a VN Program in Anaheim

The Heald College Feasibility Study is for a nursing program on its Fresno campus. The Feasibility Study includes a description of the Fresno campus buildings, the organizational structure and the existing services on this campus.

In April 2010, there were 1, 753 students enrolled at Heald College Fresno campus. At present, this campus awards associate degrees, diplomas and certificates. There are four health related programs on the Fresno campus including Medical Assisting (degree, diploma), Medical Insurance Billing and Coding (degree only), Medical Office Administration (degree, diploma), and Pharmacy Technology (degree only). Of these, the only program with a mandatory certification exam is the Pharmacy Technology Program. However, pass rate data is not available, as the first student cohort graduates in early 2011.

Heald College is currently accredited by WASC-Accrediting Commission of Community and Junior Colleges. The College is in the process of transferring its accreditation to the Accrediting Commission for Senior Colleges and Universities of WASC. According to the timeline in the feasibility study, either candidacy or initial accreditation will occur in February 2011, which precedes the start date of the proposed BSN program.



### Geographic Area

The Heald College Feasibility Study includes a description of the community demographics for Fresno city and county, as well as the health profile of Fresno County. There are nine (9) nursing programs within a 50 mile radius of Fresno that lead to RN licensure. Of these programs, seven are ADN and two are BSN. By survey, Heald College documented interest in the BSN program of students currently enrolled in, and graduates of, its health related programs. Heald College also intends to market the program to high school students and to qualified applicants who were not admitted into the two existing BSN programs in Fresno.

### Type of Program

The proposed nursing program will be a four year generic BSN program. There will be an AA exit option designed to accommodate students experiencing extreme hardship. This will be considered and offered on a case-by-case basis. Heald College will not offer a separate AA track; all students must enroll in the BSN program.

Heald College operates year round on a quarter basis; there are four quarters of 11 weeks per calendar year. Heald College proposes admitting its first student cohort of up to 40 students in the July 2011 academic quarter and every quarter thereafter. Heald College also proposes to admit a cohort of up to 40 advanced placement students in July 2011 on a one-time basis.

### Curriculum

The proposed curriculum is designed to align with the BRN requirements and the ACCN *Essentials of Baccalaureate Education for Professional Nursing Practice*. The proposed curriculum consists of 75 quarter units of pre-licensure nursing units (35 theory and 30 clinical). The total units for a BSN degree equal 189 quarter units. The science courses were developed with a goal of being certified by the CSU Chancellor's Office for transfer into the system's multiple campuses. The Feasibility Study also contains a brief description of the nursing courses.

### Resources

The Feasibility Study describes the recruitment plan for the director and faculty including a strong compensation and benefits package. The College intends to create a joint-appointment program with its clinical partners to use qualified nursing staff as clinical instructors. The Feasibility Study also includes the detailed hiring projections for 2011-2015.

The proposed nursing program will be housed in the College's new satellite campus in Fresno. Approximately 15,000 square feet of this building will be dedicated to nursing including classrooms, offices, Learning Resource Center, Clinical Learning Center and support areas. The construction details for the Clinical Learning Center are in the process of being finalized. More detail will be provided in the Self Study.

### Budget

To date, Heald College has expended \$300,000 on development of the nursing program. On July 9, 2010, Heald's Board of Trustees issued a resolution for fiscal year 2011 of \$ 1,256,391 for nursing program development. An expenditure of approximately \$560,000 was also authorized for fiscal year 2012 for further development and operation spending for the proposed BSN program. The detailed pro forma spending statements (FY 2011-2016) are included.

### Clinical Placements

The Heald College Feasibility Study documents a total of seven (7) clinical placements. The BRN Clinical Facility Verification Forms demonstrate availability of clinical placement in all BRN required clinical areas



(MS, OB, Peds, Psych and Geri). Each area has placements sufficient to support instruction of an average size student cohort (8-10 students) Placements include acute care experiences in pediatric and psychiatric nursing.

In March 2010, Heald College signed an MOU with the Hospital Council of Northern and Central California to become a member of the regional planning consortium. In April 2010, Heald College joined the San Joaquin Valley Computerized Clinical Placement System (CCPS).

**C. Mackay reported that the Board received an e-mail from Dr. Russler, Director of CSU Fresno BSN Program, with a concern related to shortage of clinical preceptors. Discussions followed regarding the proposed curriculum that uses Joint-Appoint Model for their clinical faculty, which could have been misunderstood as preceptors. These staff would get approved as Heald College's faculty and not be working as preceptors.**

**Dr. Bedroni commented on the total number of units for the proposed program required and the cost incurred by the students in light of information released on default rate of student loans. She asked how the college is assisting with the financial advisement. M. Shenyder replied that the college works with individual students to obtain federal and California grants and any available scholarships and stated that it has a very low student default rate.**

**Gloria Fitzgerald, RN, representing the Nursing Leadership Coalition, expressed support for adding a new BSN program in the area and stated that a regional medical center is adding 100-beds to their hospital. This organization actively works to promote academic-clinical partnerships in the region to increase BSN graduates for a better prepared workforce, and it supports the proposed BSN program.**

**ACTION: Accept the Feasibility Study for Heald College Baccalaureate Degree Nursing Program, Fresno Campus. The NEC to evaluate the status of the application to Accrediting Commission for Senior Colleges and Universities of WASC at the time of self-study review.**

**MSC: Rice/Harrison**

**Public input: None**

**9.4.3 Institute of Medical Education Associate Degree Nursing Program, San Jose Campus**  
**Representing IME were Mr. Sunil Vethody, Assistant Vice President at Institute of Medical Education (IME), Barbara Napper MSN, RN, nursing education consultant for the proposed program, Mary Ann Hauser, MSN, RN, who will be the Director, and Donna Ocampo, LVN Program Director.**

**C. Mackay, NEC, presented this report. To date, IME has submitted at least three feasibility studies. Over time there have been significant changes to the documents. The most recent IME Feasibility Study dated July 23, 2010 is a stand alone document. Mackay's report included the following:**

**Description of the Institution**

**IME is an independent, for-profit institution. The main campus is located in San Jose California. There are branch locations in San Francisco, San Leandro and Oakland. The proposed nursing program will be housed on the San Jose campus. The Feasibility Study includes a description of the San Jose campus buildings, the organizational structure and the existing services on this campus.**

**During 2009-2010, IME enrolled greater than 365 students. IME offers programs in Vocational Nursing and eight other allied health programs including Dental Hygiene, Medical Lab Technician, Medical**



Sonography Technologist, MRI Technologist, Physical Therapy Assistant, Phlebotomy Technician, Medical Assisting and Certified Nursing Assistant.

IME has institutional approval to operate by the California Bureau for Private Postsecondary Education (BPPE). In addition, IME was recently been re-evaluated by the BPPE to grant three Associate Degrees in Science for the Dental Hygiene, Medical Lab Technician and Physical Therapy Assistant programs. The remaining programs receive certificates. This recent BPPE approval also permits IME to offer an Associate of Science in Nursing contingent upon BRN approval.

IME's Vocational Nursing program is approved by the Board of Vocational Nursing and Psychiatric Technicians. And, IME is also seeking national accreditation from the Accrediting Council of Independent Colleges and Schools (ACICS).

With respect to the IME Vocational Nursing Program, the pass rates for first time candidates on the NCLEX-PN for the past three years are below 75%.

<u>2007</u>	<u>2008</u>	<u>2009</u>
49%	58%	61%

**Mackay added updated information that was submitted by IME but was left out from the written report for the committee packet. The pass rate for the 2010 is 81%.**

#### Geographic Area

The IME Feasibility Study includes a good description of the community demographics for Santa Clara County (SCC) including key findings from the SCC Health Status Report. There are 30 nursing programs in the San Francisco Bay Area that lead to RN licensure. Of these programs, 18 are ADN, seven are BSN and five are ELM.

#### Type of Program

The proposed nursing program will be a generic Associate Degree Nursing program with multiple entry points to accommodate advanced placement students.

The first student cohort of 24 LVN to ADN students will be admitted Spring 2011. All subsequent admissions to the program will be generic students with advanced placement students admitted on a space available basis. The program plans to enroll 24 students every semester (48 students per year).

#### Curriculum

IME plans to use the ADN/RN Curriculum Model sponsored by the California Community College Chancellor's Office with modification. Courses will be offered over an eighteen week semester. The proposed curriculum consists of 41.5 nursing units (21.5 theory and 20 clinical). The total units for a degree equal 73.5 units. LVN students will receive 14 credit units for previous vocational nursing education. The Feasibility Study contains a brief description of the nursing courses.

With the exception of the science courses, all courses will be offered by IME. IME plans to provide the three science courses (Anatomy, Physiology and Microbiology) via contract education at Foothill-DeAnza and San Jose/Evergreen Community College Districts. Written agreements are included in the Feasibility Study for provision of Anatomy and Physiology, but not Microbiology). Science and GE courses taken at accredited institutions will also be accepted by transfer at IME.

#### Resources



IME recently hired a program director. The Feasibility Study includes a plan for recruiting and hiring faculty. A faculty retention program will also be implemented. IME has signed a lease agreement for an 11,382 sq feet facility located adjacent to current IME building to house the proposed ADN program. The construction details are in the process of being finalized. According to the current plan, construction will begin the first week in October 2010 with a completion date of December 2010.

#### Budget

IME projects that the new program will be self-supporting within three years. IME is committing \$900,000 a year for the first three years, and will commit \$900,000 for an additional two years (for a total of five years) or until the program is self-supporting.

#### Clinical Placements

The IME Feasibility Study documents a total of 22 clinical placements. The BRN Clinical Facility Verification Forms demonstrate availability of clinical placement in all BRN required clinical areas (MS, OB, Peds, Psych and Geri). Each area has placements sufficient to support instruction of an average size student cohort (8-10 students) Placements include acute care experiences in pediatric and psychiatric nursing. IME has joined the network for Centralized Clinical Placement System (CCPS) in the SF Bay Area.

**D. Harrison asked for information related to the LVN pass rates and inconsistent results. B. Napper responded that support resources, such as tutoring support, were made available to students. D. Ocampos added that they noted that many of their graduates delayed taking their NCLEX and are now working with graduates to take the licensure exam immediately after completing the program.**

**ACTION: Accept the Feasibility Study for Institute of Medical Education Associate Degree Nursing Program, San Jose Campus.**

**MSC: Rice/Harrison**

**Public input: None**

#### **9.4.4 ITT Technical Institute Associate Degree Nursing Program**

**The program was represented by Seaneen Noonan, RN, MSN, is Program Chair of Nursing at ITT Technical Institute, Rancho Cordova. Ms. Noonan was hired in March 2010 to provide leadership for development process at ITT Technical Institute Feasibility Study. Others present were Peggy Keene, Corporate Director, ITT Tech, and Christopher Slayton, Dean of Academic Affairs, ITT Tech, Rancho Cordova.**

C. Mackay, NEC, presented this report. The ITT Technical Institute submitted its first Feasibility Study in June 2010. Additional information was requested and received on August 1, 2010. Mackay's report included the following:

#### Description of the Institution

ITT Technical Institute, Rancho Cordova, is one of a network of private for profit institutions owned by ITT Educational Services, Inc (ITT/ESI). ITT/ESI operates 108 ITT Technical Institutes in 37 states. The first ITT Technical Institute Nursing Program opened in Indiana in September 2007. As of September 2010, ITT/ESI will have 22 nursing programs in 15 states. The proposed program for Rancho Cordova will be its first nursing program in California.

ITT Technical Institute was initially established in San Jose, California in 1954. It moved to Sacramento in 1968, and to its present location in September 1997. The Feasibility Study includes a description of the Rancho Cordova campus buildings, the organizational structure and the existing services on this campus.



As of July 2010, there were 710 students enrolled at ITT Technical Institute Rancho Cordova campus. The institution offers seven (7) Associate of Science and eight (8) Bachelor of Science degree programs. The Rancho Cordova campus does not currently offer any nursing or health related programs.

ITT Technical Institute is accredited by the Accrediting Council for Independent Schools and Colleges (ACICS) to award Academic Associate and Bachelor degrees. The institution's current accreditation extends through December 31, 2010. Effective 7/26/2010, ITT Technical Institute Rancho Cordova is approved by the California Bureau for Private Postsecondary Education (BPPE). The BPPE approval to operate an associate degree nursing program will follow BRN approval.

#### Geographic Area

The ITT Technical Institute Feasibility Study includes a description of the community demographics for the Sacramento Metropolitan Area, as well as the Sacramento County health status profile. There are nine (9) nursing programs within a 50 mile radius of Rancho Cordova that lead to RN licensure. Of these programs, seven are ADN and two are BSN. ITT Technical Institute intends to market its nursing program to high school students and to qualified applicants who were not admitted into the nine existing nursing programs in the area.

#### Type of Program

ITT Technical Institute proposes to offer an Associate Degree Nursing program. ITT Technical Institute operates year round on a quarter basis; there are four quarters of 12 weeks per calendar year. The proposed ADN program will be offered over nine (9) academic quarters. ITT Technical Institute proposes admitting its first student cohort of 30 students in the March 2011 academic quarter and every quarter thereafter (120 students per year).

#### Curriculum

The proposed curriculum is based on the national nursing curriculum developed by ITT Technical Educational Services, Inc. It consists of 68 nursing quarter units (40.5 theory and 27.5 clinical). The total units for an associate degree equal 109 quarter units. The Feasibility Study contains a brief description of the nursing courses.

There are two concerns related to the curriculum. The first is the course sequence; foundational/prerequisite courses do not precede the nursing courses. For example, Sociology and Ethics in Society are placed in Quarter 7; the first clinical nursing course is in the 4<sup>th</sup> quarter.

The second concern relates to the over all high number of nursing theory units; and, the distribution of nursing units in the beginning of the program. There are 10 nursing theory units and 2 skills lab units in quarters 1, 2 and 3; but, there are no opportunities for clinical application. This proposal does not meet the BRN expectations related to concurrent theory and clinical application of courses and does not reflect curricula in California nursing programs.

**Mackay elaborated on the concerns related to how the foundational courses, such as Sociology, Psychology, and Sciences were spread over the entire curriculum, instead of being required in the beginning semesters and sequencing of the beginning courses were unusually heavy in theory and practice of skills were in the lab, and not in a clinical agency. Mackay stated that she has discussed these concerns with the program and that the curriculum must comply with CCR Sec. 1426 at the next approval phase.**



**P. Keene, clarified how ITT's curriculum is organized to present nursing theory related to fundamental skills which are grouped in the first few quarters and practiced in the lab before going to clinical agencies and working with patients. The requirement stated in CCR Sec. 1426(d) that requires the theory and clinical practice be concurrent will be reviewed when the self-study is submitted.**

#### Resources

The Feasibility Study describes the faculty recruitment strategies and hiring process. The program has budgeted and planned for 10 full time faculty positions and various adjunct faculty during the first two years of the program. The Feasibility Study includes detailed timeline projections for hiring. The existing services and theory classrooms at ITT Technical Institute are sufficient to handle the projected nursing students. However, some renovations are planned to accommodate the nursing program. There are dedicated funds for a 974 square foot Clinical Nursing Skills Laboratory. In the second year of the program, additional budgeting is provided for simulation equipment. A Science Laboratory will also be created.

#### Budget

ITT Technical Institute has financial support from its parent institution, ITT/ESI. Funds from its General Institutional Funds were used for development of the proposed ADN program. These funds support the initial program growth timeframe, faculty salaries, program equipment, supplies and materials, support services and library, and physical space and furnishings. Once the program is established, student tuition will be the source of income. The program start-up budget equals \$563, 500. The income and expense projections for the first five years were included.

#### Clinical Placements

The ITT Technical Institute Feasibility Study documents a total of 13 clinical placements. These clinical placements are at a variety of settings. For example, there are two acute care facilities, three skilled nursing facilities, a surgical center, a psychiatric facility, and many community programs.

The BRN Clinical Facility Verification Forms demonstrate availability of clinical placement in all BRN required clinical areas (MS, OB, Peds, Psych and Geri). A clinical placement grid reflecting student rotations through the required clinical areas was included. At this time, pediatric experiences are in the ED of acute care facilities, the surgical center, clinics and community based settings. The program continues to seek acute care pediatric experiences. Following BRN approval, ITT Technical Institute will join the Bay Area Nursing Resource Center which includes a centralized clinical placement system and centralized faculty resource center.

**ACTION: Accept the Feasibility Study for ITT Technical Institute Associate Degree Nursing Program, Rancho Cordova Campus. The proposed curriculum must meet the requirements per CCR Sec. 1426 for placement of courses, including General Education courses, and teaching of nursing skills at the time the self-study is submitted. Clinical facilities will be reviewed to ensure sufficient clinical placement in the five required content areas during the self-study site visit."**

**MSC: Harrison/Rice**

**Public input: None**

**Louise Bailey, IEO, introduced Bobbi Pierce, Acting Enforcement Manager, who has replaced Louisa Gomez, who retired in June.**



## **9.5 LICENSING PROGRAM OVERVIEW AND STATISTICS**

Bobbi Pierce, Licensing Manager, presented this report. The Department of Consumer Affairs (DCA) in conjunction with the Board of Registered Nursing (Board) participated in the Governor's Job Creation Through the Elimination of Licensing Backlog Initiative. This project began during the mandated 3 furlough Fridays a month and the goal was to reduce and license all eligible applicants whose applications had been pending for 30 days or more in all healing arts boards licensing programs by 50 % on or before June 30, 2010. This initiative enabled the licensee to seek employment or open a business that could provide jobs throughout the State. This project began January 27, 2010 and ended on June 30, 2010.

The Licensing Unit used this opportunity to review procedures to determine if there was a more efficient way to complete a file evaluation; and at the same time identify a better way to capture the statistics required by DCA to show the reduction in backlog on licensing files. Additionally, this initiative provided an opportunity for the units that supported the licensing function such as the mailroom and cashiering to also work on furlough Fridays and Saturdays. This ensured that Licensing had all supporting documents such as transcripts and with the large influx of applications from Spring graduates every application was processed through Cashiering in a timely manner.

The following is an overview of the applications that were pending for more than 30 days:

- 1) Evaluation completed; applicant is eligible to register with the testing services and take the national examination NCLEX-RN. The applicant has a two year eligibility period to register to take the NCLEX-RN and receive their Authorization to Test (ATT). The applicant then has 12 months in which to take the exam, which is the validity of the ATT. The process can take up to three years.
- 2) Additional documentation required, i.e., curriculum, transcripts, etc. needed to complete the file; (California Code of Regulation (CCR) section 1410.4 and the Board's Record Retention Schedule provides an applicant one year from the date of the deficiency letter to provide documentation on an incomplete application file and the file can be destroyed if the information is not received within the requisite time period.)
- 3) Applicants who have taken and passed the NCLEX-RN, but are unable to provide a U.S. social security number to complete the file to become licensed; file is abandoned and destroyed after 3 years; however, the passing score remains valid indefinitely.
- 4) Applications with no activity are considered abandoned based on the California Code of Regulations section 1410.4 and the Board's Record Retention Schedule and are destroyed.

Licensing, Mailroom and Cashiering staff worked a total of 12 days – six furlough Fridays and six Saturdays. During this time, the Board issued 10, 869 RN licenses and reviewed and destroyed 9,495 abandoned application files. Due to the success of this Initiative, DCA is continuing these efforts and has created the Licensing for Job Creation Unit and the Board is providing statistics on a monthly basis to the Department. The Board issued 17,007 RN licenses from January 27 through August 31, 2010. The Licensing Unit will continue destruction of abandoned files and reported that it did not have a backlog.

### **Issues:**

- **Accelerated programs from other countries**

These programs enable a person with a previous degree, not necessarily in the medical field, to complete a minimum amount of nursing course work and receive their diploma as a registered nurse.



- **Unapproved programs**

These are “programs” where didactic coursework is completed on line and the clinical practice is completed in another country.

- **International Education Issues**

Countries not forthcoming with requested information regarding their nursing programs; for example, what governmental agency approves nursing programs and what level of nursing is taught in the programs. Additionally, the evolution of international nursing schools and programs and the differences that are found from one graduation period to another.

**Statistics** for the last two quarters were presented and it was noted that there has been a decrease in the number of applications for exam, endorsements and repeaters for the last two fiscal years due to the economic downturn and the Board is no longer accepting applications that do not include a U. S. Social Security Number.

## 9.6 NCLEX-RN PASS RATE UPDATE

K. Daugherty, NEC presented this report.

The Board of Registered Nursing receives quarterly reports from the National Council of State Boards of Nursing (NCSBN) about the NCLEX-RN test results by quarter and with an annual perspective. The following tables show this information for the last 12 months and by each quarter.

### NCLEX RESULTS – FIRST TIME CANDIDATES

July 1, 2009– June 30, 2010\*\*

JURISDICTION	TOTAL TAKING TEST	PERCENT PASSED %
California	11,141	88.83
United States and Territories	143,702	88.80

### CALIFORNIA NCLEX RESULTS – FIRST TIME CANDIDATES

By Quarters and Year July 1, 2009-June 30, 2010\*\*

7/1/09- 9/30/09		10/01/09- 12/31/09		1/01/10- 3/31/10		4/01/10- 6/30/10**		7/01/09- 6/30/10	
# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass
4,198	88.40	988	84.72	3,840	89.79	2,115	89.88	11,141	88.83

\*Includes (16), (8), (9) and (6) “re-entry” candidates.

\*\* 2010 NCLEX-RN Test Plan and a higher passing standard (-0.16 logits) were implemented April 1, 2010.

The Nursing Education Consultants (NECs) monitor the NCLEX results of their assigned programs. Current procedure provides that after each academic year (July 1-June 30), if there is substandard performance (below 70% pass rate for first time candidates), the NEC requests the program director submit a report outlining the program's action plan to address this substandard performance. Should the substandard performance continue in the second academic year, an interim visit is scheduled and a written report is submitted to the Education/Licensing Committee. If there is no improvement in the next quarter, a full approval visit is scheduled within six months. A report is made to the Education /Licensing Committee following the full approval visit.

K. Daugherty gave pass rates organized by degree type and for international applicants for the same period.

**Public input: None**

**9.6 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA**

**Meeting adjourned at 12:12 PM**

Submitted by:

A handwritten signature in blue ink that reads "Miyo Minato". The script is cursive and fluid.

Miyo Minato, MN, RN  
Nursing Education Consultant

Accepted by:

A handwritten signature in blue ink that reads "Catherine Todero". The script is cursive and elegant.

Catherine M. Todero, PhD, RN  
Chairperson



**BOARD OF REGISTERED NURSING  
EDUCATION/LICENSING SUB-COMMITTEE MINUTES**

**DATE:** November 16, 2010

**TIME:** 10:30 AM to 1:30 PM

**LOCATION:** Department of General Services  
Elihu Harris State Building  
1515 Clay Street, Suite 113  
Oakland, CA 94612  
Phone: 510-622-2564

**PRESENT:** Catherine M. Todero, PhD, RN, Chair  
Judy Corless, BSN, RN

**NOT PRESENT:** Dian Harrison, MSW, Public Member  
Richard L. Rice, Public Member

**STAFF PRESENT:** Louise Bailey, MEd, RN, Interim EO; Badrieh Caraway, MS, MEd, RN; Miyo Minato, MN, RN, NEC; Katie Daugherty, MN, RN, NEC; Kelly McHan, MPH, RN; Leslie Moody, MEd, MSN, RN, NEC; Geri Nibbs, MN, RN, NEC; Shelley Ward, MPH, RN; Janette Wackerly, MBA, RN, NEC; Heidi Goodman, AEO; Bobbi Pierce, Licensing Manager; Julie Campbell-Warnock, Research Program Specialist.

**Dr. Catherine Todero called the meeting to order at 10:32 AM. Committee members introduced themselves. Dr. Todero announced that due to the committee not having a quorum, the committee will meet as a subcommittee to discuss agenda items but no actions to be taken.**

**9.0 ACCEPTANCE OF September 22, 2010 MINUTES.**

**Editorial corrections were suggested to the Minutes of September 22, 2010. Acceptance of minutes deferred.**

**Public input: None**

**9.1 RATIFY MINOR CURRICULUM REVISION**

- 9.1.1 Azusa Pacific University, Nurse Practitioner Program
- 9.1.2 Azusa Pacific University, Entry Level Master's Degree Nursing Program and Baccalaureate Degree Nursing program
- 9.1.3 California State University, Dominguez Hills, Entry Level Master's Degree Nursing Program
- 9.1.4 California State University, Sacramento, Baccalaureate Degree Nursing Program
- 9.1.5 California State University, Stanislaus, Baccalaureate Degree Nursing Program
- 9.1.6 West Coast University, Inland Empire, Baccalaureate Degree Nursing Program
- 9.1.7 West Coast University, Los Angeles, Baccalaureate Degree Nursing Program
- 9.1.8 West Coast University, Orange County, Baccalaureate Degree Nursing Program
- 9.1.9 Chabot College, Associate Degree Nursing Program
- 9.1.10 Kaplan College, Associate Degree Nursing Program
- 9.1.11 Moorpark College, Associate Degree Nursing Program
- 9.1.12 Pierce College, Associate Degree Nursing Program



9.1.13 Sacramento City College, Associate Degree Nursing Program

**Progress Report:**

9.1.13 California State University, Dominguez Hills, Entry Level Master's Degree Nursing Program

9.1.14 Charles Drew University, Entry Level Master's Degree Nursing Program

9.1.15 West Coast University, Inland Empire, Baccalaureate Degree Nursing Program

9.1.16 Grossmont College, Associate Degree Nursing Program

9.1.17 Palomar College, Associate Degree Nursing Program

9.1.18 San Diego City College, Associate Degree Nursing Program

9.1.19 Unitek College, LVN to RN Associate Degree Nursing Program

M. Minato, NEC, presented this report.

**Public input: None**

## **9.2 MAJOR CURRICULUM REVISION**

### **9.2.1 College of the Canyons (COC) Associate Degree Nursing Program**

**Diane Morey, RN, MSN, PhD, is the Interim Program Director represented the program.**

B. Caraway, NEC, presented this report. The COC ADN Program submitted major curriculum changes that included revision of the philosophy, conceptual framework, and course outcomes, requiring changes in all courses. The conceptual framework is based on the nursing meta-paradigm of person, health, environment and nursing, and the sub-concepts of inquiry and caring were expanded to include six areas related to critical thinking, professionalism, leadership, patient centered care, safety, and communication. The program incorporated QSEN competencies into this revision. Their clinical evaluation tool was changed to show different levels of competencies in assigning clinical grades.

All nursing courses were given new course titles and numbers. The total units for content required for licensure remain at 61 units including: 39 Nursing Units (21 theory; 18 clinical); 6 Communication Units; 16 Science Units. The program plans to implement these changes in Spring 2011.

**Dr. Todero asked for additional information on the use of the program's new evaluation tool that was changed from pass/fail grading to assigning a letter grade.**

**Public input: None**

## **9.3 CONTINUE APPROVAL OF PRELICENSURE NURSING PROGRAM**

### **9.3.1 National University (NU), Baccalaureate Degree Nursing Program**

**Mary Kracun, PhD, RN is the Chair and Director of the program and represented the program.**

L. Moody, NEC, presented this report. NU started the prelicensure BSN degree nursing program at their San Diego (main) campus in September 2005. In the summer of 2007, the program received approval to establish extended campuses in Los Angeles and Fresno to admit 20 students biannually at each location. The Fresno campus accepted their first student cohort of 15 students in November 2008. This first cohort was to complete the program in September 2010. At the time of the visit there were 11 students remaining in the first cohort, 16 (originally 19) in the second cohort, 17 (originally 19) in the third cohort and 19 (originally 20) in the fourth cohort for a total of 63 active students at the Fresno campus. There are not yet any NCLEX scores to report for the Fresno students.

A Continuing Approval Visit was conducted by M. Minato, NEC, on July 21-22, 2008 to the San Diego main campus, as part of the initial approval follow up, at which time there were no areas of non-compliance but recommendations were made in the areas of 1424(b) Total Program Evaluation, 1424(d)



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Sufficiency of Resources and 1426(b) Curriculum. The school submitted a progress report in May 2010 which reported significant progress in all areas of recommendation identified during the July 2008 visit.

On July 7, 2010 an e-mail was submitted anonymously to the BRN from a Fresno campus student which enumerated multiple areas of concern regarding the conduct of the program. Dr. Kracun was contacted and the August 11, 2010 date was set for a focus meeting. On August 9, 2010 a second anonymous complaint was sent to the BRN stating similar concerns. M. Minato and L. Moody, NECs, made a site visit to the National University Fresno Campus.

During the August 11, 2010 visit, meetings were held with the program director, assistant director, dean of the school, faculty, and students, and a tour of the skills labs was conducted. All participants were frank in their discussions of the program. Strengths identified by faculty and students included flexibility of course schedules, dedication of many faculty and the strength of Dr. Moore. There were six areas of non-compliance and three areas of recommendations in the Report of Findings. These findings were discussed at length with Drs. Kracun, Moore, and LaCourt at the summary exit meeting.

Dr. Kracun submitted an action plan addressing each item of non-compliance and recommendation resulting from this visit, and significant progress has been made in keeping with the plan presented. Compliance was demonstrated in regards to faculty qualifications, resources, including furnishing/supplying and availability of the skills lab to students and ensuring availability of student advising/tutoring and other support resources. The school is implementing their plan to strengthen activities in the areas of faculty responsibility for curriculum, student participation, plan for evaluation, and clinical performance evaluation which shows substantial progress toward full compliance. Additional follow up would be useful to confirm full implementation and effectiveness of the plan of correction.

**Dr. Todero asked questions related to student admission and attrition, pre-entrance requirements, and faculty staffing, including faculty responsibilities. Dr. Kracun provided the figures and reported hiring of full-time faculty since the Board visit and that the program is continuing to recruit faculty. Dr. Kracun shared that their investigation revealed that the email was sent by one of their staff on behalf of the students, and that the administration was supportive with the changes needed to correct resource needs. The school is considering monetary incentives to increase attendance of part-time faculty at faculty meetings.**

**Public input: None**

### **9.3.2 College of San Mateo Associate Degree Nursing Program**

**Jane McAteer, M.S.N., RN, Program Director, represented the program.**

Kay Weinkam, NEC, presented this report. A regularly scheduled continuing approval visit was conducted by NECs K. McHan and K. Weinkam on April 26-28, 2010.

The program was found to be in non-compliance with CCR Section 1427(a)(c) Clinical Facilities. Three recommendations were made in the following sections: CCR sections 1424(f) Administration and Organization of the Nursing Program; 1427(c) Clinical Facilities; and 1429(b) Licensed Vocational Nurses.

The program responded to the area of non-compliance and corrective actions have been taken. Construction of a new state-of-the-art Allied Health and Wellness building which will house the nursing program is nearly complete. The building boasts dedicated smart classrooms and a spacious skills lab with multiple patient care beds and two simulation rooms, which will be used in fall 2010. High fidelity



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simulators including SimMan and SimBaby as well as a new G-3 simulator will be used, also, fall 2010. The NCLEX average for academic year 2009 is 83%.

**Dr. Todero asked about their attrition rate and asked to what they attributed the decrease in rate. Their hiring a Student Success Coordinator, use of pre admission TEAS, and the science course requirements have helped to reduce attrition. J. Corless asked for information related to use of ATI, which the program has started using consistently starting in fall 2010.**

**Public input: None**

### **9.3.3 Long Beach City College, Associate Degree Nursing Program**

**Deborah Chow RN, MSN, FNP, the ADN Program Director/Department Head of the program effective October 18, 2010, represented the program.**

S. Ward, NEC, presented this report. A continuing approval visit was conducted in October 2009. Two (2) areas of non-compliance and two (2) recommendations were issued at the time of the visit. The Board action at the February 26, 2010 meeting was to “Defer action to continue approval of Long Beach City College Associate Degree Nursing Program. The Program was to submit a final progress report for the October 2010 ELC meeting.” The program submitted a final progress report in October 2010 updating actions taken as stated in the original report to the ELC and the Board.

During 2007 and 2008 Chancellor’s Office funding combined with local agency collaboration increased student admissions by an additional (30) students a semester beyond the more customary number of 60-64. The students in that cohort graduated in May 2010. Faculty with the support of administration, determined that the number of admissions would be (60) students/semester in fall 2010 and spring 2011. NCLEX scores for the 2009-2010 academic year is at 98.18%

Section 1 – CCR 1424(e) - Program Director/Assistant Director: The Program Director/Department Head position was at 60% release/reassigned time and the Assistant Director’s was 0% at the time of the visit. The Program Director’s release time has been increased to 90% which represents 60% for Program Director responsibilities and 30% for Department Head functions. The Assistant Director’s release/reassigned time has been established at 20%.

Section 3- CCR 1424(d) – Sufficiency of Resources: Faculty: There were 13 full-time (including the program director), and 24 part-time faculty at the time of the visit. The program reports that there are twelve (12) full-time faculty, and that seven (7) part-time faculty are being utilized at this time. A full-time faculty position was added in fall 2009. The position was filled, however was recently vacated. The administration approved a full-time faculty one-year contract position in fall 2010. Recruitment is underway for this position. The department is submitting a request through the college hiring priorities process to obtain additional faculty members. A faculty member on 60% reassigned time returned to a full-time assignment in spring 2010.

- Faculty Office Space: The program has identified an additional space for faculty/student consultation that can also be used as a study space. The faculty was provided with the option of requesting office space in other campus building locations. There have been no requests to move to another building.
- Classroom Space: The program has the option of using space outside of the C- building which houses the nursing program when necessary. The plans remain in place to complete the expansion and renovation of the C-building as previously targeted by 2014. The C- building classrooms have been upgraded with white boards, hospital curtains, head walls and mid-fidelity mannequins.



- **Clerical Support:** Budget constraints have prevented hiring additional positions. Services were reorganized to decrease time being utilized for general inquiries by the public, to increase time available to support other department needs. The department has also updated the web page providing more information to potential applicants which has resulted in decreasing the in person visits that the clerical staff were responding to. The new office structure dedicates twenty-five (25) hours for direct service for faculty needs. There was a recent clerical staff member departure with position replacement approved. The position will be filled temporarily until recruitment of a full-time replacement is accomplished. The newly appointed director has access to other administrative assistance and considers the changes to be adequate to support role functions.

The program also submitted updates on progress with recommendations in the area of curriculum consistent with plans identified in the initial response to the ELC.

**Dr. Todero asked for information related to faculty numbers and a number of students in the program. D. Chow provided the requested figures but indicated to verify the numbers from the visit before she could provide the figures. Dr. Todero requested the faculty FTEs when the program had the continuing approval visit and the current FTE for faculty be provided for the November 17 Board Meeting.**

**Public input: None**

#### **9.3.4 Mt. San Jacinto College, Associate Degree Nursing Program**

**Dr. Judy Gentry, Director of the R.N. Program, represented the program.**

S. Ward, NEC, presented this report. A Continuing Approval Visit was conducted in May 2008. Six (6) areas of non-compliance and four (4) recommendations were issued. The program has been in a defer action to continue approval status since September 2008. A progress report submitted by the program in August 2009 was not deemed sufficient by the BRN consultant assigned at that time. An interim visit was conducted in May 2010. The program submitted an updated progress report in June 2010, which was accepted by the consultant as complete in October 2010. A regular cycle interim visit is due in spring 2012.

There have been many changes in program administrative positions since the time of the continuing approval visit. A new Dean and program director were appointed in the summer of 2010. The program and college administration have been proactive in addressing the areas of non-compliance and the recommendations subsequent to the interim visit.

This summary intends to reflect the more salient points related to the areas of non-compliance, however, does not represent the full body of work presented by the program.

1. CCR section 1425.1 (a) Faculty: The program has fully implemented the major curriculum revision that was initiated in fall 2007. Faculty discussed the challenges the phased implementation approach presented during the interim visit. Revised descriptions for all faculty positions reflect role and responsibility for curriculum. A minor curriculum revision has been submitted consistent with implementing faculty role and responsibility.

2. CCR section 1424(b)(1) Total Program Evaluation Plan NCLEX scores: 2007-2008 (85.14%); 2009-2010 (96.00%) Attrition is reported as < 7%, and ranged from 7.0% in Sp08 (highest level) to 1.0% in Sp10.

A few of the changes based on program evaluation activities include:

- The Associate Faculty Evaluation tool was implemented.
- The End of Semester Course Report Summary was developed/implemented.
- The Total Program Evaluation Plan was revised.



- Improvements in communication and processes occurred, such as student tracking systems used between the nursing program, the student success counselor and the counseling department.

3. CCR section 1424 (d) – Insufficient/Inadequate Resources: The program reports that there are (108) total students currently in the program. There are eight (8) full-time (including the program director), and twelve (12) part-time faculty.

- Administrative: A full-time Dean of Nursing and Allied Health position was filled representing a new position in the organizational structure at the College.
- Faculty: The Director of the ADN Program position responsibilities were significantly reorganized. Assistant Director position allocations increased from one to two. Two new full-time faculty positions were added. One of the positions has been filled and the recruitment for the other is in progress. There has been no loss of other full-time faculty positions.
- Staff Services: A full-time Administrative Assistant has been designated to work exclusively with the ADN program. There is a full-time Instructional Aide responsible for classroom equipment, ordering supplies, maintaining skills lab and room scheduling.
- Support Services: The Nursing Student Success Advisor position has increased from 21-35 hours/week. The Nursing Program Enrollment Specialist position has increased from 19-35 hours a week. Grant funds facilitate tutoring, labs and learning centers.
- Learning/Skills Lab: There is a full-time faculty member responsible. Days of operation were expanded to include Sat. The number of part-time faculty available increased from (2) to (10). Students reported satisfaction with skills lab services/ resources. Total physical space in the lab is at a premium. The college continues to prioritize the master plan for space allocation for the nursing program.

4. CCR section 1424(e) - Insufficient Director's Release Time: At the time of the continuing approval visit the Interim Dean/Program Director position was vacant. The Dean of Instruction, Career and Technical Education was assigned the additional responsibility for the nursing and allied health programs, and also served as the ADN Program Director. The revised Director of the R.N. Program Job Description provides for 50% reassigned time for program administration with the remaining 50% to provide instruction in the ADN program. The revised Assistant Director Job Description provides for 20% reassigned time.

5. CCR section 1424 (g) Faculty Responsibility: Faculty revised the clinical evaluation tools. The Associate Faculty are required to attend pre-semester orientation and to communicate weekly with lead faculty. Students reported that part-time faculty are knowledgeable about the curriculum and communicating with lead course instructors.

6. CCR section 1424(h) – Content Expert:

The program has a content expert in all areas including mental health/psychiatric nursing. The program has defined written position responsibilities for the content experts who are members of the curriculum committee.

The program also responded to all recommendations and outlined future plans for faculty positions.

**Dr. Todero asked for information related to student attrition data and faculty data, including FTEs and administrative release time, and information was provided by Dr. Gentry. The program has been successful in reducing the attrition rate, which is reported as less than 7%. J. Corless asked for clarification on their new Associate Faculty Evaluation Tool and asked for a copy of the tool, which was provided to the committee.**

**Public input: None**



#### 9.4 LICENSING PROGRAM OVERVIEW AND STATISTICS

Bobbi Pierce, Lead Program Analyst presented this report. On October 6, 2010, B. Pierce provided overview to new nursing directors attending the California Organization of Associate Degree Nursing Program Directors meeting. The topics presented included: the Individual Candidate Roster and how to complete the required information; the need for the program to provide a worksheet that reflects completed pre-requisite course work that was completed at other colleges/universities and was used to satisfy the programs requirements; and the Board no longer accepts applications without a U.S. Social Security Number (SSN). This presentation was also given to existing directors later in the day and in both sessions there were a number of questions and answers that were provided to the participants.

##### Statistics:

The Department of Consumer Affairs, in conjunction with the Board, continues to provide statistical reports to the Governor's Office and the State and Consumer Services Agency on a monthly basis for the Licensing and Job Creation Report. This project has been on-going since January 2010 and the Board has been an active participant in meeting the goals of the program to contribute towards California's job growth through expeditious and efficient processing of professional pending examination and licensing applications.

The statistics for the last two fiscal years and the first four months of Fiscal Year 2010/11 are attached. You will note that there is a decrease in the number of applications for examination, repeaters, and endorsement during the last two fiscal years. It is believed that this is due to the economic slowdown and the Board's no longer accepting applications that do not include a SSN.

**Dr. Todero commented that there is a significant drop in the number of applications received, which has occurred following the change in the procedure related to SS requirement. This trend is seen also with the drop in the international applicants.**

**Public input: None**

#### 9.5 NCLEX-RN PASS RATES UPDATE

K. Daugherty, NEC, presented this report. The Board of Registered Nursing receives quarterly reports from the National Council of State Boards of Nursing (NCSBN) about the NCLEX-RN test results by quarter and with an annual perspective. The following tables show this information for 12 months and by each quarter.

##### NCLEX RESULTS – FIRST TIME CANDIDATES October 1, 2009 – September 30, 2010\*\*

JURISDICTION	TOTAL TAKING TEST	PERCENT PASSED %
California	11,367	87.90
United States and Territories	140,604	87.56

##### CALIFORNIA NCLEX RESULTS – FIRST TIME CANDIDATES By Quarters and October 1, 2009-September 30, 2010\*\*

10/01/09- 12/31/10		1/01/10 3/31/10		4/01/10 6/30/10**		7/1/10 9/30/10		10/01/09- 9/30/10	
# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass
988	84.72	3,840	89.79	2,114	89.92	4,425	86.01	11,367	87.90

\*Includes (8), (9), (6) & (6) "re-entry" candidates.

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*\*\* 2010 NCLEX-RN Test Plan and a higher passing standard (-0.16 logits) were implemented April 1, 2010.*

## **9.6 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA**

**Meeting adjourned at 11:59 AM**

Submitted by:

A handwritten signature in blue ink that reads "miyo Minato".

Miyo Minato, MN, RN  
Nursing Education Consultant

Accepted by:

A handwritten signature in blue ink that reads "Catherine Todero".

Catherine M. Todero, PhD, RN  
Chairperson





**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM:** 9.1

**DATE:** March 10, 2011

**ACTION REQUESTED:** Ratify Minor Curriculum Revisions

**REQUESTED BY:** Leslie A. Moody, RN, MSN, MAEd  
Nursing Education Consultant

**BACKGROUND:**

According to Board policy, Nursing Education Consultants may approve minor curriculum changes that do not significantly alter philosophy, objectives, or content. Approvals must be reported to the Education/Licensing Committee and the Board.

Minor Curriculum revisions include the following categories:

- Curriculum changes
- Work Study programs
- Preceptor programs
- Public Health Nurse (PHN) certificate programs
- Progress reports that are not related to continuing approval
- Approved Nurse Practitioner program adding a category of specialization

The following programs have submitted minor curriculum revisions that have been approved by the NECs:

- 9.1.1 California State University, Fullerton, Baccalaureate Degree Nursing Program, Entry Level Master's Degree Option
- 9.1.2 Holy Names University LVN to Baccalaureate Degree Nursing Program
- 9.1.3 Humboldt State University Baccalaureate Degree Nursing Program
- 9.1.4 Loma Linda University Baccalaureate Degree Nursing Program
- 9.1.5 University of California, Los Angeles, Baccalaureate Degree Nursing Program and Entry Level Master's Degree Nursing Program Option
- 9.1.6 United States University Entry Level Master's Degree Program
- 9.1.7 MiraCosta College Associate Degree Nursing Program
- 9.1.8 Pacific Union College Associate Degree Nursing Program
- 9.1.9 University of Phoenix Family Nurse Practitioner Program

**Progress Report:**

- 9.1.10 Humboldt State University Baccalaureate Degree Nursing Program
- 9.1.11 Simpson University Baccalaureate Degree Nursing Program
- 9.1.12 Riverside Community College Associate Degree Nursing Program

**NEXT STEP:** Place on Board Agenda

**FISCAL IMPLICATION(S), IF ANY:** None

**PERSON(S) TO CONTACT:** Leslie A. Moody, NEC  
760.369.3170

## MINOR CURRICULUM REVISIONS

### Education/Licensing Committee

**DATE: March 10, 2011**

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
California State University, Fullerton , Baccalaureate Degree Nursing Program, Entry Level Master's Degree Nursing Option	M. Minato	01.26.2011	The ELM curriculum was revised to have the students take their NCLEX exam at the end of the fifth semester after completing their PHN courses, which better prepares the students for the exam and should not interfere with students' employment activities. Additionally, the sequence of the courses was changed to introduce the graduate courses one semester early. There were no changes with units for the program.
Holy Names University LVN to Baccalaureate Degree Nursing Program	K. Daugherty	01.10.2011	Program is changing the total degree/graduation units from 120 units to a unit range of 120-123 to reflect the requirements (Linguistics 145-3 units) for students who do not speak another language or have not completed three or more years of language in high school. CRL requirements remain unchanged.
Humboldt State University Baccalaureate Degree Nursing Program	J Wackerly	02.9.2011	Rollin C. Richmond President Humboldt State University notifies faculty, staff, students his intent to discontinue Humboldt State's Bachelor of Science in Nursing (BSN) program. The notice of President Richmond decision was February 9, 2011.
Loma Linda University Baccalaureate Degree Nursing Program.	B. Caraway	01.21.2011	The program is renumbering, renaming, and making unit changes to the following two nursing management courses to strengthen the students leadership skills : <ol style="list-style-type: none"> <li>1. Nursing Management (NRSG414) with 6 units is changing to Capstone Management and Leadership (NSRG 419) with 5 units</li> <li>2. Professional Nursing Practice Elective (NRSG 417) with 7 units is changing to Capstone Nursing Practicum (NRSG 418) with 8 units.</li> </ol> The total 101 units for licensure remained unchanged.
University of California, Los Angeles, Baccalaureate Degree Nursing Program and Entry Level Master's Degree	M. Minato	12.20.2010	The program reported curriculum changes to both the BSN program and ELM Option. Changes for both curricula are similar and involve combining all courses that have a separate theory and related clinical course into one course, developing a new critical care theory course and adding an additional unit to

**MINOR CURRICULUM REVISIONS**  
**Education/Licensing Committee**  
**DATE: March 10, 2011**

<b>SCHOOL NAME</b>	<b>APPROVED BY NEC</b>	<b>DATE APPROVED</b>	<b>SUMMARY OF CHANGES</b>
Nursing Program Option			<p>Advanced Leadership/Role Integration course.</p> <ul style="list-style-type: none"> <li>• The overall changes for BSN Program results in no change in total theory units and an addition of two clinical units, making the total units for required nursing as 80 quarter units (50 theory/30 clinical);</li> <li>• The overall changes for ELM Option prelicensure units has no change in total theory units and an addition of two clinical units, making the total required nursing units as 78 quarter units (48 theory/30 clinical).</li> </ul>
United States University Entry Level Master's Degree Program	L. Moody	01.13.2011	Community Health Nursing course (3u Theory, 1u Clinical) added to final prelicensure semester, increasing total units for licensure to 67 and total units for graduation to 103.
MiraCosta College Associate Degree Nursing Program	L. Moody	01.25.2011	A 1-4 unit work-study course is added as an elective option to provide students the opportunity to practice skills and become known to a potential employer during completion of the nursing program.
Pacific Union College Associate Degree Nursing Program	J Wackerly	01.3.2011	Pacific Union College has closed the Hanford CA LVN to RN program. The closure is due to decreased enrollment at Hanford site and the increase enrollments in other ADN programs in the greater Fresno area.
University of Phoenix Family Nurse Practitioner Program	J Wackerly	12.28.2010	Revision Master in Science of Nursing/Family Nurse Practitioner program and Postmaster's Certificate Program: NRP/516 Advance Health Assessment lab hours changed from 56 hours to 45 hours; NRP/Clinical Procedures additional workshop added to diagnostic procedures commonly ordered in primary care with change in credit from 1 credit with 3 workshops to 2 credit and 4 workshops; NRP/566 Preceptorship clinical hours changing from 460 hours over 23 weeks to 480 clinical hours over 30 weeks. Total clinical hours change from 711 to 720 with a minimum of 500 primary care hours.

## **MINOR CURRICULUM REVISIONS**

### **Education/Licensing Committee**

**DATE: March 10, 2011**

<b>SCHOOL NAME</b>	<b>APPROVED BY NEC</b>	<b>DATE APPROVED</b>	<b>PROGRESS REPORT</b>
Humboldt State University Baccalaureate Degree Nursing Program	J. Wackerly	01.03.2011	The pediatric clinical rotation N 374 Maternal/Child/Family Nursing is requesting to change due to inadequate pediatric inpatient census in three local hospitals. Pediatric faculty have attempted to locate additional pediatric clinical inpatient sites in Central California and Portland Oregon; and they were consistently told there was no availability for HSU nursing students. The request is for a new community based agency site; Multiple Assistance Center Child Care program (MACC). MACC is licensed by Dept of Social Services. The MACC high risk families live in a Multiple Assistance Center which has a permit from the Humboldt County Department of Health and Human Services. The MACC program provides multidisciplinary care to children and families in crisis. Average daily census is 30-40 children ages 0-18 years of age with varying acute and chronic healthcare and psychological issues. Thirty N 374 nursing students will be divided into smaller groups with each group having one day per week of clinical practice at the MACC program under the direct supervision of their clinical faculty. Each group of nursing students will be at the Humboldt Bay Regional Simulation Center for 3hrs/week and students will rotate through 1.) Surgi-Center when they schedule pediatric procedures; 2.) Pediatric Cardiac clinic experience with a cardiac RN and UCSF medical staff; and 3.) Pediatric physician office practices.
Simpson University Baccalaureate Degree Nursing Program	K. Daugherty	01.07.2011	Verification of readiness for actual program start up was completed via the customary follow up visit. Twenty four students have been admitted into the first cohort and begin instruction next week. Follow through on the recommended reduction in the number of required GE units for the degree are progressing appropriately.
Riverside Community College Associate Degree Nursing Program	L. Moody	02.07.2011	The extended campus facilities and resources have been relocated to Moreno Valley College campus. The new location was evaluated and found to provide adequate resources in all aspects to support student learning needs and faculty delivery of instruction in compliance with BRN requirements.



**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM:** 9.2.1

**DATE:** March 10, 2011

**ACTION REQUESTED:** Approve major curriculum change for CSU Sacramento----  
Establish CSU Sacramento and CSU Stanislaus Collaborative  
Accelerated Second Bachelors of Science in Nursing option  
(ASBSNc)  
**ASBSNc** is the proposed contract education/self support option

**REQUESTED BY:** Katie Daugherty, NEC

**BACKGROUND:** Dr. Carolyn Goetze is the current Program Director and the Chair for the Division of Nursing and was formerly the program assistant director. Dr. Ann Stoltz is the former Program Director and Division Chair (2005-2010) and will be the designated ASBSNc Program Coordinator for the CSU Sacramento campus once all the necessary approvals for this curriculum change are in place. Dr. Peggy Hodge is the representative from CSU Stanislaus. Dr. Hodge is the Director of the School of Nursing and the Program Director. All three individuals have been involved in the development of this collaborative proposal over the past several months.

The program representatives present today clearly understand that prior to each campus enrolling students and beginning instruction in this option the written approvals from three entities are required including an administrative MOU between CSU Sacramento and CSU Stanislaus (see the attached), Board of Registered Nursing (BRN) approval for the submitted major curriculum changes, and finally, CSU Chancellor's Office approval. Program representatives anticipate written evidence of Chancellor's Office approval will be available for review at the March 2011 ELC meeting or shortly thereafter.

Each campus plans to enroll 20-30 students in the proposed 15 months collaborative ASBSNc option once a year beginning in August or December 2011. The program will be offered through each university's self support contract education division. Revenues from student tuition and fees will be the primary source of funding for each campus.

As a collaborative program option, ASBSNc students at each campus will enroll in five "shared" theory courses on the other campus (then transfer the 5 courses back to their home campus for CRL and degree credit). The remainder of program courses will be taken through their home campus including all clinical courses. The BSN degree will be awarded by each home campus. For more details about the specific "shared" courses students on both campuses will take together as a group of 40-60 students please see the attached proposal documents. The proposal documents include a written description of how the proposed collaborative arrangement complies with the BRN regulations, policies and procedures.

Historically, CSU Sacramento has enjoyed an excellent reputation as an outstanding nursing education program in the communities served. Total program enrollment is typically about 300-350 students. For the last two BRN visit cycles (2002 and 2007) the program has been in compliance with the board regulations and policies/procedures. The program has maintained annual NCLEX pass rates in the range of 91%-98.33% in the BSN option and the 90-100% in the ELM option during the past five years. CSU Sacramento is CCNE accredited through 2019.

CSU Sacramento established an ASBSN in concert with an ELM degree option in December 2005 using funding support from the CSU Chancellor's Office. In November 2009 Sacramento State suspended admission for the ASBSN and ELM options due to fiscal and faculty resource constraints. Shortly thereafter the program began exploring ways to offer the ASBSN again in the future. Toward this end, CSU Sacramento and CSU Stanislaus are now requesting a major curriculum change for each campus to be able to offer a collaborative ASBSNc option through each institution's self support contract education division. As discussed in the attached proposal, both institutions believe offering this option through contract education will be more cost effective and a more sustainable way of providing second degree bachelors' students an opportunity to complete a BSN degree while using resources including faculty efficiently. Each nursing division will be able to use a portion of the anticipated surplus monies generated from tuition and fees.

In the proposed collaborative arrangement between the two universities, ten selected "shared" theory courses will be delivered to students on both campuses at the same time using distance education technologies. The attached proposal provides a very detailed description as to how the two institutions will collaborate with one another in providing instruction in the ten "shared" theory courses.

Over the past several months, Dr. Stoltz and Dr. Hodge carefully reviewed all aspects of both programs and determined program philosophies, conceptual frameworks, learning outcomes, course content, program policies/procedures, course syllabi, course expectations, methods of evaluation and instructional delivery methods are closely aligned and congruent thus making a collaborative arrangement between the two campuses feasible and successful. Appropriate evaluation strategies are outlined to coordinate and monitor course performance/learning outcomes in the ten "shared" courses.

All aspects of the program option will be coordinated by a designated program coordinator. For Sacramento State, Dr. Stoltz will be the program coordinator and have 50% assigned time. The designated coordinators on each campus will work closely with one another and the faculty teaching in the ten "shared" theory courses. All faculty teaching collaborative "shared" theory courses will be BRN approved on both campuses. Some portions of courses may be team taught utilizing faculty from both campuses. Faculty on both campuses are reportedly already very adept at using the various distance education technologies planned for the delivery of instruction in the ten courses. The program coordinators and faculty teaching the ten "shared" courses will work under the direction and supervision of the program director on their respective home campus.

Listed below is a summary of the specific CSU Sacramento major curriculum changes pertinent to the proposed ASBSNc option:

- The program of study will be a total of 15 months. Existing course content and units will be delivered in 1 six weeks term and five 10 weeks terms instead of the traditional university term of 15 weeks.
- Sacramento State has split the previously approved ASBSN combined nursing theory/clinical courses into separate nursing theory and nursing clinical courses with a new course numbering system for the ASBSNc collaborative. All nursing clinical courses will be taken through CSU Sacramento. The required number of nursing clinical units and clinical hours for the ASBSN degree option is unchanged (23 units).
- ASBSNc students from both campuses will enroll in five “shared” theory courses through the other campus. Sacramento students will enroll through CSU Stanislaus in N2900 Adult Health I, N3700 Nursing Research, N3820 OB/Reproductive Health, N3900 Mental Health Nursing, and N3320 Leadership/Management courses. CSU Sacramento will accept these Stanislaus courses as transfer courses meeting Sacramento State’s ASBSNc CRL/degree requirements.
- CSU Stanislaus students will enroll in five “shared” theory courses through CSU Sacramento. These include N11 Intro to Nursing, N14 Pharmacology, N106 Peds, N121 Adult Health II, and N124 Community Health Nursing. Stanislaus will accept these five CSU Sacramento courses as transfer courses meeting Stanislaus ASBSNc CRL/degree requirements.
- As part of this major curriculum change proposal, CSU Sacramento has decreased the total science units from 29 to 26 units with elimination of the stand alone nutrition course and integration of nutrition content in the ASBSNc N102, N104, and N107 courses.
- Other degree requirement units have been decreased from a previous range of 16-24 to a range of 10-19 units to comply with mandated general education requirement exemptions for second bachelors’ students including the elimination of N169 Critical Reasoning.
- CSU Sacramento total CRL units will be 80-81 units instead of 83 units. Total units for the ASBSNc degree will be 90-100 units instead of 99-107 units. Please refer to the attached CRL/TCP forms and chart. In total, CSU Sacramento students will take 1 additional unit of nursing theory Adult Health I (N2900) and 1 additional unit of Research (N3700) through CSU Stanislaus. CSU Stanislaus students will only take 1 additional unit by enrolling in the “shared” course N11 taught through CSU Sacramento.

An interim visit will be scheduled as the first cohort of students are completing the last 10 week term of this program option. If no areas of non-compliance or issues/ concerns are identified, thereafter, this option will be reviewed on the same schedule as the traditional BSN degree option.



**NEXT STEPS:**

Place on Board Agenda

**FISCAL IMPLICATIONS,  
IF ANY:**

None

**PERSON TO CONTACT:**

Katie Daugherty, NEC  
(916) 574-7685

Proposal for Collaborative Program  
Accelerated Second Baccalaureate in Nursing  
CSU, Stanislaus & CSU, Sacramento

## **Introduction**

This proposal requests approval for a collaborative accelerated second degree baccalaureate pre-licensure nursing (ASBSNc) program between CSU, Stanislaus and Sacramento (Sacramento State) to be offered through contract education (self-support). In past semesters, the second bachelor's students made up 20% of the nursing students accepted to Sacramento State. CSU Stanislaus has a similar history, with 2<sup>nd</sup> degree students making up approximately 15% of the pre-licensure students. The second bachelors' students that have completed the prerequisites are the focus population for this new pre-licensure nursing program.

Students with a bachelor's degree in any other discipline who have completed the required prerequisites will be able to complete the Bachelor of Science in Nursing in an accelerated format. Second bachelors' students are exempt from all general education requirements as mandated in EOAA: 2008-14. As such, the ASBSNc students will be able to complete the program in an accelerated time frame of 15 months. It is estimated that a cohort of up to 20-30 students from each campus will be admitted August or December 2011 (pending approvals) and every year thereafter. Future expansion of the collaborative program is dependent on student interest and community need.

The opportunities that present with this collaboration include:

- An additional 40 - 60 students admitted each year resulting in 40 – 60 new baccalaureate prepared registered nurses per year,
- Sharing of limited faculty resources,
- Utilizing innovation to transform nursing education (Carnegie study & IOM/RWJF),
- Creating a model program for collaboration that can be replicated,
- Increasing local health care agency/education relationships, and
- Generating revenue producing options to augment traditional funding sources.

## **Specifics of Collaboration**

Sacramento State has a successful history with an ASBSN program, but had to suspend the program due to the present state of fiscal and faculty resources. CSU, Stanislaus has admitted second degree bachelors' degree students into the existing traditional program by offering general education credit for the previously earned degree, but has not established a formal accelerated baccalaureate degree in nursing option. The planned addition of a new Correctional Hospital in Stockton has generated considerable community interest and support for this type of program.

Students in the ASBSNc program will apply to the contract education (self-support) program on each campus. Faculty teaching shared courses through contract education (self-support) will utilize online, videostreaming, iMEET, and blackboard teaching technologies. The students will complete lab/skills and clinical courses on their respective campuses utilizing face to face traditional teaching strategies for skills labs and human patient simulation experiences. Clinical

rotations will be completed at health care agencies within the geographical regions of CSU, Stanislaus and Sacramento State.

The programs will collaborate and share approximately 30% of the required pre-licensure content with each campus maintaining responsibility for approximately 70% of their approved curricula. This 30% was determined through the articulation of the two curricula (CSU, Stanislaus & Sacramento State). The 10 theory courses that will be "shared courses" will be divided equally between the two campuses. In addition, the determination of which campus is slated to teach which course was determined by the availability of faculty resources and expertise in specific content areas. The baccalaureate degrees will be awarded from the student's home campus.

As detailed below in the Admission Criteria Section of the proposal, both programs will utilize the same admission criteria for admission to the ASBSNc option. In contract education (self-support) it is typical to establish admission criteria that may vary from the state side programs. Each program will admit students to their respective campus and will award the baccalaureate degree. Student handbooks explaining policies and procedures will be maintained on each campus utilizing the current approved versions. The programs have identical progression policies and procedures.

Students will enroll in the shared courses for the campus that is offering the course and those courses are as follows:

- Sacramento State will offer the N14 Pharmacology, N11 Intro to Professional Nursing, N106 Pediatrics, N 121 Advanced Medical-Surgical (Med Surg II), and N124 Community Health theory content to be delivered by nursing faculty approved by the BRN for both campuses.
- CSU, Stanislaus will offer the N2900 Beginning Medical-Surgical (I), N3700 Research, N3820 Reproductive Health, N3900 Mental Health, and N3320 Leadership and Management theory content to be delivered by nursing faculty approved by the BRN for both campuses.
- Each campus will utilize its own clinical and lab faculty members as well as existing health care agencies/contracts.
- The ASBSNc students will not take courses with the traditional BSN students and clinical placements will be scheduled around availability with deference to the traditional BSN program.
- Course liaisons that are knowledgeable in course content, delivery, and sequencing will be given assigned time to support students on the campus when the faculty of record is on the sister campus for the shared courses.

The overall unit differences are the result of a total of three shared courses having different unit values. Where courses differed in number of units, the shared course with the larger unit value was selected for the collaboration. These unit differences are specified in the attached chart.

Each program employs an ASBSNc Coordinator. The coordinators articulated the course content, wrote the proposal, and will continue to facilitate the collaboration between and among programs and faculty on both campuses. The ASBSNc Coordinators will report directly to the

program director of each department and will communicate directly to the faculty teaching the courses. In addition, the ASBSNc Coordinator will conduct all activities of the collaboration including the planning, instruction, and evaluation of the program(s); with the program director having ultimate responsibility for the ASBSNc. Each campus will hire faculty as appropriate to teach theory and/or clinical instructors under the direction of the program director.

## **BRN Guidelines (EDP-R-03 Rev 01/09)**

### **I. Administration**

This collaborative program utilizes the existing nursing programs at CSU, Stanislaus and Sacramento State. Both nursing programs are approved by the California Board of Registered Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE) and Western Association of Schools and Colleges (WASC). Sacramento State has had an approved ASBSN option since 2005 and is submitting major curricular change documents with this proposal. CSU, Stanislaus is submitting major curricular change documents with this proposal to support the establishment of an ASBSNc option.

#### **Section 1424(a)**

The two campuses have reached agreement that the philosophy and objectives of both nursing programs are congruent and therefore compatible with curricular articulation and delivery.

#### **Section 1424b Policies and procedures by which the program is administered.**

Each campus has existing previously approved policies and procedures and will adhere to those established and carried out on each campus. The students will have online access to the student handbooks for the appropriate campus and will be expected to adhere to general policies and procedures on their respective campus. Course specific policies and procedures will be included in the individual course syllabi of shared courses and students will be held responsible to course-specific criteria.

The theory course grading criteria and ATI testing procedures are identical between the collaborating campuses and with the existing traditional BSN programs. Mechanisms are in place on each campus for students that fail a course(s). Students must petition the Student Affairs Committee at their home campus to seek permission to progress in the program. The petition must include a statement from the faculty of record in the course that was failed. Students that are unable to continue in the ASBSNc program may be given the option of following existing mechanisms in place on each campus to petition for entry into the traditional BSN program. Course specific grading criteria and policies will be outlined in each syllabus.

#### **Section 1424(b)(1) The nursing program(s) shall have a written plan for evaluation of the total program.**

Each campus maintains and adheres to approved program evaluation plans. Particular attention will be placed on examination of the course evaluations in shared courses: to include access, communication, adequacy of resources, student learning outcomes and student concerns. All faculty involved in delivery of instruction in this program option will

participate in the evaluation of all courses and program outcomes on each campus and collectively. The faculty of record for each course will be responsible for the evaluation of their specific course. In addition, total program evaluation of the ASBSNc option will include individual, campus specific, and cohort data on the following:

- Admission criteria
- Attrition
- Retention
- NCLEX pass rates
- Employment rates
- Graduate survey results

Revisions to the program will be implemented based on the above evaluation standards.

**Section 1424(b)(2)** The program shall have procedures for resolving student grievances. The policies and procedures for student grievances are the responsibility of each nursing Program (CSU, Stanislaus & Sacramento State) and are detailed in the student handbook on each of the respective campuses.

**Section 1424(c)** Organizational chart which identifies the relationships, lines of authority, and channels of communication.

Existing committee structures will be maintained on each campus. Channels of communication among and between programs are clearly established.

**Section 1424(D)** Evidence of sufficient resources.

The ASBSNc will operate under contract education (self-support) at CSU, Stanislaus and Sacramento State. The expenses incurred are to be covered under a tuition-based, self-support structure. On-going operating, administrative, and faculty expenses are assumed through the contract education programs on each campus and supported through student tuition and fees.

Sacramento State will house the ASBSNc program in the newly renovated Division of Nursing location at Folsom Hall. The space is six times the previous space with two skills labs, three mid-fidelity labs, seven simulation suites, two computer labs, IV therapy labs, student library, and ample classrooms outfitted with state of the art computer equipment. Administration, faculty, and staff are all located in Folsom Hall. Faculty and students will have access to all services on the Sacramento State campus as well.

CSU, Stanislaus will house the ASBSNc program on the Stockton campus that will include a newly renovated building with an eight bed skills/health assessment lab, two-bed simulation lab, three smart classrooms, student library, faculty offices, administrative offices, and technology support for delivery of the program. The Stockton campus currently houses an RN-BSN program as well as other University programs. Funding has been obtained from the Stockton site authority and the Chancellor's office, plans for the renovation have been approved, bids have been secured, and work will begin once the program is approved by the BRN and the CSU Chancellor's Office. All faculty and students will have access to all services offered on the home campus in Turlock.

**Section 1424(e)** The director and assistant director shall dedicate sufficient time for the administration of the program.

The program coordinators on each campus will be responsible for the day to day administration of this program and will report to the director that has the ultimate responsibility for the program on their respective campus. The ASBSNc program coordinator on the Sacramento State campus will dedicate 50% of his/her assignment to the program through assigned time and CSU, Stanislaus will have 40% dedicated time.

**Section 1424(f)** Board approved assistant director.

Each campus maintains at least one board approved assistant director.

**Section 1424(g)** Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.

Faculty members shall have the above responsibilities on each campus. In addition, faculty with expertise in specific areas will serve as course liaisons from each campus and will be provided assigned time to coordinate course content and provide student support for each of the shared courses.

**Section 1424(h)** The faculty shall be adequate in type and number to implement the program.

Faculty teaching shared courses must be approved by the BRN to teach at both CSU, Stanislaus and Sacramento State. Each campus will have the authority to hire the appropriate number of faculty needed to implement the program(s).

**Section 1424(i)** Non-faculty responsibilities.

Each campus will maintain files for preceptors utilized by the respective campus.

**Section 1424(j)** The assistant director shall function under the supervision of the director.

No change.

**Section 1424(k)** Student/faculty ratios.

Student/faculty ratios in the clinical setting will be the same in the ASBSNc as those in the existing prelicensure programs on each campus.

## **II. Faculty Qualifications & Changes**

### **Section 1425**

The directors, assistant directors and faculty at CSU, Stanislaus and Sacramento State are approved according to the criteria set forth in the guidelines. The faculty members that teach shared courses must have approval from the BRN to teach at both CSU, Stanislaus and Sacramento State.

### **III. Required Curriculum; Prior Approval**

#### **Section 1426**

See the attached forms for CSU, Stanislaus and Sacramento State:

- Required Curriculum: Content Required for Licensure (EDP-P-06)
- Total Curriculum Plan (EDP-P-05).

### **IV. Clinical Facilities**

#### **Section 1427**

CSU, Stanislaus and Sacramento State agree that the clinical facilities for the ASBSNc will be utilized in agencies located in their respective service regions. Students will complete all clinical experiences in agencies in which their home campus maintains the appropriate agency contracts. Space for additional clinical experiences for the ASBSNc has been identified and does not supplant existing programs. All other criteria for clinical facilities are currently in place on each campus and will be maintained in the ASBSNc.

### **V. Student Participation**

#### **Section 1428(a)**

A student from each of the cohorts in the ASBSNc option will be elected by their peers to serve on the Undergraduate Committee on their respective campus. Students will be encouraged to participate in the California Student Nurses Association on each campus.

### **VI. Policies relating to establishing eligibility for examination**

#### **Section 1428.6(a)**

No change

### **VII. LVN 30-unit option**

#### **Section 1429**

See attachments for CSU, Stanislaus and Sacramento State

- Required Curriculum: Content Required for Licensure (EDP-P-06)
- Total Curriculum Plan (EDP-P-05).

### **VIII. Previous Education Credit**

#### **Section 1430**

Students requesting to transfer from another nursing program will be eligible based on evaluation of coursework and credit will be awarded as appropriate.

### **IX. Licensing examination pass rate standard**

#### **Section 1428.6(a)**

No change

## **Additional Information Requested by the CSU Chancellor's Office**

### **Admission Criteria**

CSU, Stanislaus and Sacramento State agree to the following admission/selection criteria. Courses that are co-requisite courses in the existing programs will be pre-requisites in the ASBSNc option. The pre-requisites to the program include the existing co-requisites: Due to the accelerated nature of the ASBSNc the students will not have time during the program to take additional coursework. The minimum prerequisite GPA was adjusted for each campus. CSU, Stanislaus is currently 3.0 and Sacramento State is 3.3; in order to maintain consistency across the programs, a 3.0 minimum GPA was established. Offering the ASBSNc through contract education allows each campus to establish instructional terms and admission criteria that may be different from the state-side program requirements.

1. The pre-requisites are as follows:

- Integrated Chemistry to include Organic/Biochemistry
- Anatomy
- Physiology
- Microbiology
- Speech/Communication
- Critical Thinking (waived due to previous baccalaureate degree)
- Intro to Psychology
- Intro to Sociology
- English composition
- Human Development Lifespan

2. Test of Essential Academic Skills (TEAS) minimum score 75%

3. Minimum GPA in pre-requisites of 3.0 (no more than two planned or in progress of which only one may be a science pre-requisite)

### **Policies & Procedures/Student Handbook**

Each campus has existing, previously approved policies and procedures and will adhere to those established and carried out on each campus. If changes in policies or procedures specific to the ASBSNc option are needed, each program will utilize established processes for change.

### **WASC Approval**

Additional WASC approval is not required for this collaboration as the teaching methodologies do not constitute a significant difference from what is currently approved. The 10 courses that will be delivered via distance education do not exceed the WASC requirement.

### **Budgets**

The tuition/fees cost to students will be \$35,000. Tuition and fees do not include books, uniforms, or lab fees. See attached budgets for each program.



**CSU, Sacramento CCE ASBSNc Budget**  
**2/2/2011**

**ASBSNc**

**\$600 unit + \$200 lab fees: Cost per student \$35,000**

Teaching & Coordination

*58units/instruction; 6 units/semester coordination*

**REVENUE**

Projected Enrollment 30 students	1,044,000.00
Lab Fees \$200 per student	6,000.00

<b>PROJECTED REVENUE</b>	<b>1,044,000.00</b>
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**PERSONNEL**

Faculty Consultant Pre-program Planning 3 (buyout) + 3 (overload)	22,068.00
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Faculty Salary (buyout)	143,500.00
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Faculty Salary (overload)	265,600.00
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Faculty Coordinator (buyout) 12/year	84,600.00
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Faculty Coordinator (overload) 3 units summer	7,968.00
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Faculty Curriculum Development	20,000.00
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Nursing Clerical Staff	8,450.00
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CCE Staff Salaries	106,200.00
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<b>TOTAL PERSONNEL</b>	<b>658,386.00</b>
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**TRAVEL**

Faculty and Administrative	5,000.00
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<b>TOTAL TRAVEL</b>	<b>5,000.00</b>
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**OPERATING EXPENDITURES**

Marketing Collateral	10,000.00
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General (supplies, photocopies, etc)	2,000.00
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Program Reference and Resource Material	2,500.00
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WASC Subchange (Fast Track Auth share)	500.00
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Online Learning (imeet & sacct)	8,460.00
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Lab Facility & Supply Fees (\$100/student/lab)	18,000.00
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<b>TOTAL OPERATING EXPENDITURES</b>	<b>41,460.00</b>
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**OVERHEAD**

Univ, CO, State Pro Rata (13% of Revenue)	135,720.00
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DOF - Additional State Pro Rata (2% of Revenue)	20,880.00
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CCE Indirect (10% of Revenue)	104,400.00
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**CSU, Sacramento CCE ASBSNc Budget**  
**2/2/2011**

Contingency (2% of Expenses)	20,880.00
Reimbursement back to General Fund	5,000.00
Allocation to Department/College (see NURS clerical projection)	0.00

<b>TOTAL OVERHEAD</b>	<b>286,880.00</b>
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<b>TOTAL EXPENSES</b>	<b>991,726.00</b>
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<b>SURPLUS / DEFICIT</b>	<b>52274.00</b>
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**MOU (see attached)**

Please note that the MOU was signed by both campuses prior to submission/approval of the course change proposals for the Sacramento State ASBSNc option. Due to the structure of the shared courses at Sacramento State, it was necessary to split existing theory and clinical combined courses into two separate courses. The courses are identical but divide theory and clinical. Below is the cross reference for the Sacramento State shared course numbers.

<b>Current Sac State Course</b>	<b>Current Course Number</b>	<b>Units</b>	<b>Proposed Sac State Course Number</b>	<b>Units</b>
Adult Health I	N12	5	101 (theory content) 102 (clinical)	3 2
Nursing Families Complex Illness	N123	6	N121 (theory content) N122 (clinical)	3 3
Nursing the Childbearing Family	N137	5	N103 (theory) N104 (clinical)	3 2
Nursing the Childrearing Family	N138	5	N106 (theory) N107 (clinical)	3 2
Mental Health	N129	5	N109 (theory) N110 (clinical)	3 2
Community Health	N144	5	N124 (theory) N125 (clinical)	3 2



## **MEMORANDUM OF UNDERSTANDING**

on the offering

Accelerated Second Baccalaureate Pre-Licensure Nursing (ASBSNc)

by

Presidents, Provosts, Deans and Chairs of

California State University, Sacramento (Sacramento State)

and

California State University, Stanislaus (CSU Stanislaus)

### **Preamble**

California State University, Sacramento (Sacramento State) and California State University, Stanislaus (CSU Stanislaus) have agreed to form a collaborative to jointly offer an ASBSNc degree. The ASBSNc degree is a professional pre-licensure nursing degree to be offered by each of the two campuses to this agreement following a common curriculum and subject to common requirements. This program will be offered as a contract education (self support special session) program on each campus.

### **Agreement**

The deans of the colleges and chairs of the nursing divisions offering required courses (i.e., courses offered by only one of the partner campuses, but taken by all students in the program) agree to offer and teach courses as described in the Board of Registered Nursing approved Collaborative Program for ASBSNc. Students will register and complete clinical, skill/lab and practicum coursework at their home campus. The expectation is that each campus will enroll a cohort of 20 to 30 students. The following required courses will be the teaching responsibility of the respective partner campus.

### **Required Courses articulated by each campus:**

#### **Sacramento State**

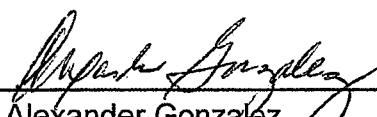
- Introduction to Professional Nursing (Sacramento State N11 and CSU Stanislaus N2800)
- Pharmacology Concepts (Sacramento State N14 and CSU Stanislaus N2860)
- Nursing the Childbearing Family (Sacramento State N138 and CSU Stanislaus N3800)
- Nursing Families in Complex Illness (Sacramento State N123 and CSU Stanislaus N4800)
- Community Health Nursing (Sacramento State N144 and CSU Stanislaus N4400)

CSU Stanislaus

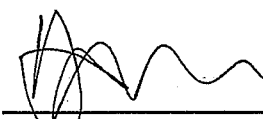
- Nursing Research (Sacramento State N150 and CSU Stanislaus N3700)
- Adult Health I (Sacramento State N12 and CSU Stanislaus N2900)
- Reproductive Health (Sacramento State N137 and CSU Stanislaus N3820)
- Mental Health Nursing (Sacramento State N129 and CSU Stanislaus N3900)
- Leadership & Management (Sacramento State N143 and CSU Stanislaus N3320)

**MOU on the offering of the California Board of Registered Nursing Approved Collaborative Program for the ASBSNc.**


**Signatures:**

  
Dr. Alexander Gonzalez  
President  
California State University, Sacramento

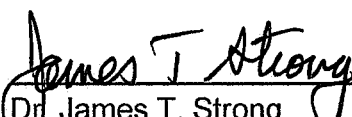
1/12/11  
Date

  
Dr. Hamid Shirvani  
President  
California State University, Stanislaus


01-19-2011  
Date

  
Dr. Joseph F. Sheley  
Provost  
Office of Academic Affairs


1/13/11  
Date

  
Dr. James T. Strong  
Provost  
Office of Academic Affairs

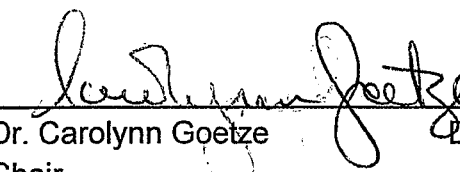
1-20-11  
Date

  
Dr. Fred Baldini  
Dean  
College of Health & Human Services


1-11-11  
Date

  
Dr. Linda Goodwin  
Dean  
College of Health & Human Services


1-21-11  
Date

  
Dr. Carolynn Goetze  
Chair  
Division of Nursing

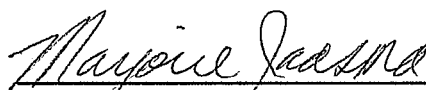
1-11-11  
Date

  
Dr. Peggy Hodge  
Chair  
Division of Nursing

1-20-2011  
Date

  
Alice Tom  
Dean  
College of Continuing Education

January 11, 2011  
Date

  
Dr. Marjorie Jaasma  
Executive in Charge  
University Extended Education

1/19/11  
Date

**REQUIRED CURRICULUM:  
CONTENT REQUIRED FOR LICENSURE**

EDP-P-06 (Rev. 09/03)

Louise Bailey  
Executive Officer  
(916) 322-3350  
(626) 575-7080

Submit in DUPLICATE.

Program Name: California State University, Sacramento; College of Continuing Education ASBSN Collaborative with CSU, Stanislaus Type of Program: <input checked="" type="checkbox"/> ASBSN option through self-support <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Date of Implementation: August 2011 or December 2011 Academic System: <input checked="" type="checkbox"/> Semesters compressed into (1) six week semester and (5) ten week semesters	<b>For Board Use Only</b>  Approved by: _____, NEC  Date: _____  <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
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**REQUIRED FOR LICENSURE AS STATED IN SECTION 1426**

	Semester Units	Quarter Units	Current BRN-Approved ASBSN Curriculum	Proposed Curriculum Revision *Place asterisk next to proposed change
Nursing	36	54	48 units	Accelerated second degree BSN 48-49 units*/**
Theory	(18)	(27)	25	25-26*/**
Clinical	(18)	(27)	23	23
Communication Units	6	9	6	6
Science Units	16	24	29	26*
TOTAL UNITS FOR LICENSURE	58	87	83	80-81*/**
Other Degree Requirements   Accelerated BSN			16-24	10-19*/**
TOTAL UNITS FOR GRADUATION			99-107	90-100*/**

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	N109,110	Mental Health Nursing Theory & Clinical
Personal Hygiene	N15	Introduction to Clinical Practice
Human Sexuality	N109,N110, N103,N104	Mental Health Nursing Theory & Clinical, Nursing Childbearing Theory & Clinical
Client Abuse	N117 N109,N110, N106, N107,108	Concept + Pract of Gero Nursing Mental Health Nursing Theory & Clinical, Nursing Childrearing Theory, Clinical & Skills
Cultural Diversity	N11 + All Clinical Courses	Introduction to Professional Nursing + All Clinical Courses

Note: Bio 10 and Chem 6A are prerequisite courses for CSU, Sacramento students and may not apply to transfer students. For Sacramento State students that take Chem 5, Chem 6A is NOT a prerequisite. Therefore there are a total number of up to 8 variable units dependent on prerequisites taken.

\*\* See attached chart for explanation of additional units due to the differences in units between CSU Stanislaus & Sacramento State



Pharmacology	N14 + All Clinical Courses	Pharmacology
Legal Aspects	N11, N143 + All Clinical Courses	Introduction to Professional Nursing; Leadership & Management
Social/Ethical Aspects	N11 + All Clinical Courses	Intro to Prof. Nursing + All Clinical Courses
Management/Leadership	N143 + All Clinical Courses	Leadership & Management + All Clinical Courses

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content:

REQUIRED CONTENT	Course Number	Course Title	Units
<b>NURSING</b>			
Medical-Surgical	N101**/102, N121/122	Nursing Care of Adults Theory & Clinical; Nursing Fam Complex Illness Theory & Clinical	**3-4,2,3,3
Obstetrical	N103, 104, 105	Nursing Childbearing; Nursing Childbearing Clinical; Nursing Childbearing Skills	3,2,1
Pediatric	N106, 107, 108	Nursing Childrearing; Nursing Childrearing Clinical; Nursing Childrearing Skills	3,2,1
Psych/Mental Health	N18, N109/110	Prof & Therapeutic Communication; Mental Health Nursing Theory & Clinical	1, 3, 2
Geriatrics	N117	Concept + Pract of Gero Nursing	2
L&M, Pharmacology	N143, N145 N14	Leadership and Management; Clinical Leader & Prof. Dev. Pharmacology	3, 6 2
Nursing Foundation	N11, N15, N16	Intro to Professional Nursing, Intro Clin Prac & PA of Adult	3, 2, 1
<b>BASIC SCIENCES</b>			
Anatomy	Bio 22 or 25	Intro Human Anatomy' Human Anatomy + Physiology I	4
Physiology	Bio 26 or 131	Human Anatomy + Physiology II; Systemic Physiology	4
Microbiology	Bio 139 or Bio 39	General Microbiology	4
Societal/Cultural Pattern	Soc 1 or Anth 2	Principals of Sociology; Intro to Cultural Anthropology	3
Psychology	Psych 1 or 5	Introductory Psychology; Intro Psy-Indiv+Soc Procs	3
Human Dev (Life Span)	CHDV 30	Human Development-Life Span	3
Organic Chemistry	Chem6B or Chem 5	Organic Chemistry	5
Nutrition	N102 N104 N107	Nursing Care of Adults Clinical Nursing Childbearing Clinical Nursing Childrearing Clinical	See above See above See above
<b>COMMUNICATION</b>			
Group	N18	Professional & Therapeutic Interpersonal Communication	See above
Verbal	Coms004 or 005	Intro Public Speaking; Communications Experience	3
Written	English 1A	College Composition	3
<b>* TOTAL UNITS</b>			<b>80-81**</b>

\* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

\*\*Reflects CSU Stanislaus N2900 (4units) taken by CSU Sacramento

#### LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
<b>NURSING</b>			
Advanced Medical-Surgical	Nurs 123	Nursing Families in Complex Illness	6
Psych/Mental Health	Nurs 119	Mental Health Nursing for the LVN 30-Unit Option	4
Geriatrics	Nurs 123	Nursing Families in Complex Illness	(6)
	Nurs 119	Mental Health Nursing for the LVN 30-Unit Option	(4)
Management/Leadership	Nurs 113	Nurs 113 Theoretical Foundations for Leadership & Management for the LVN 30-Unit Option	2
	Nurs 137	Nursing the Childbearing Family	5
	Nurs 138	Nursing the Childrearing Family	5
<b>BASIC SCIENCES</b>			
Physiology	Bio 26 or 131 (or equivalent)	Physiology	4
Microbiology	Bio 139 (or equivalent)	Microbiology	4
<b>TOTAL UNITS</b>			<b>30</b>
Signature Program Director/Designee:		Date:	
Carolynn Goetze		1-31-2011	

**TOTAL CURRICULUM PLAN**

EDP-P-05 (Rev. 09/03)

Ruth Ann Terry, MPH  
Executive Officer  
(916) 322-3350  
(626) 575-7080**Submit in duplicate**

Name of Program: California State University, Sacramento, College of Continuing Education ASBSN Collaborative Program with CSU, Stanislaus						Date Submitted: <b>2-1-2011</b>									
Type of Program:												<b>For BRN Office Use Only</b>			
<input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> ASBSN option through self-support												<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____			
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.															
Check appropriate year: Prior to entry		Check:		Total Units		Lecture		Lab		Total Hrs					
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		<input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter				Units	Hr/Wk	Units	Hr/Wk	Lec	Lab				
Semester															
				M	S	O	C	P	G						
Bio Sci10 *				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	45				
Chem 6A*				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	45				
English 1A				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	0				
Coms 4 or Coms 5 Oral com				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	0				
Psych 1 or 5				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	0				
<b>Total</b>										17	90				
				M	S	O	C	P	G						
Chem 6B/5 or equiv. Inorganic				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	45				
Bio 25 Or 22 Anatomy				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	45				
CHDV 30 Life Span				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	0				
<b>Total</b>										12	90				
				M	S	O	C	P	G						
Bio 26 or 131 Physiology				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	45				
Bio 39/139 Microbiology				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	45				
Stat1 or Math				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	0				
Soc 1 or Anth 2				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	0				
<b>Total</b>										14	90				

**\*Note: Bio 10 and Chem 6A are prerequisite courses for CSU, Sacramento students and may not apply to transfer students. For CSU, Sacramento students that take Chem 5, Chem 6A is NOT a prerequisite. Therefore there are a total number of up to 8 variable units dependent on prerequisites.**

**TOTAL CURRICULUM PLAN**Louise Bailey  
Executive Officer  
(916) 322-3350

Submit in duplicate

Name of Program: California State University, Sacramento, College of Continuing Education, ASBSN Collaborative, CSU, Stanislaus										Date Submitted: 2-1-2011			
Type of Program:										<b>For BRN Office Use Only</b>			
<input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> ASBSN offered through self-support										<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____			
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.													
Check appropriate year:		<input checked="" type="checkbox"/> <b>6 week Semester</b>		Total Units	Theory		Lab		Total Hrs				
<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4		Units	Hr/Wk	Units	Hr/Wk	Theory	Lab			
Quarter/Semester													
	M	S	O	C	P	G							
N15 Intro Cl Prac	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	0	0	2	15	0	90
N16 Phys Assess	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0	1	7.5	0	45
N14 Pharm	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	2	5	0	0	30	0
N11 Intro Nurs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3	3	7.5	0	0	45	0
<b>Total</b>				8	5	12.5	3	22.5	75	135			
<b>10 Week Sem.</b>										Total Hrs			
	M	S	O	C	P	G							
Nurs 101 Nurs Adult Health **	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3-4**	3	4.5	0	0	45*	0
Nurs 102 Nurs Adult Health Cl	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	0	0	2	9	0	90
Nurs150 Research**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2-3**	2	3	0	0	30*	
Nurs 18 Prof Com	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1	0	0	1	4.5	0	45
Nurs 117 Gero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	2	3	0	0	30	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
<b>Total</b>				10-12**	7	10.5	3	13.5	105*	135			
<b>10 Week Sem</b>										Total Hrs			
	M	S	O	C	P	G							
Nurs 103 OB**	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	4.5	0	0	45	0
Nurs 104 OB Cl	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	0	0	2	9	0	90
Nurs 105 OB Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	0	0	1	4.5	0	45
Nurs 106 Peds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	3	4.5	0	0	45	0
Nurs 107 Peds Cl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	0	0	2	9	0	90
Nurs 108 Peds Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	0	0	1	4.5	0	45
<b>Total</b>				12	6	9	6	27	90	270			

\*\*See attached chart for nursing and degree theory courses taken through CSU, Stanislaus that transfer/articulate to CSU, Sacramento for degree completion.



**TOTAL CURRICULUM PLAN**Executive Officer  
(916) 322-3350**Submit in duplicate**

Name of Program: California State University, Sacramento, College of Continuing Education, ASBSN Collaborative, CSU Stanislaus								Date Submitted: 2-1-2011					
Type of Program:  <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> ASBSN offered through self-support								<b>For BRN Office Use Only</b>  <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved  By: _____ Date: _____					
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.													
Check appropriate year:		Check:		Total Units	Theory		Lab		Total Hrs				
<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		<input checked="" type="checkbox"/> Semester <b>10 Week</b>			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab			
<b>10 Week Sem</b>													
	M	S	O	C	P	G							
Nurs 121 Adv MS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	3	4.5	0	0	45	0
Nurs 122 Adv MS Cl	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	0	0	3	13.5	0	135
Nurs 109 MH**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	3	3	4.5	0	0	45	0
Nurs 110 MH Cl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	0	0	2	9	0	90
<b>Total</b>							11	6	9	5	22.5	90	225
<b>10 Week Sem</b>												Total Hrs	
	M	S	O	C	P	G							
Nurs 124 Com Health Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3	3	4.5	0	0	45	0
Nurs 125 Com Health Nurs Cl	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	2	0	0	2	9	0	90
Nurs 143 Leadership & Mgmt**	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3	3	4.5	0	0	45	0
<b>Total</b>							8	6	9	2	9	90	90
<b>10 Week SEM</b>												Total Hrs	
	M	S	O	C	P	G							
Nurs 145 Clinical Leadership & Prof Dev	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6	0	0	6	27	0	270
<b>Total</b>							6	0		6	27		270

\*\*See attached chart for nursing and degree theory courses taken through CSU, Stanislaus that transfer/articulate to CSU, Sacramento for degree completion.

**BOARD OF REGISTERED NURSING**

P.O. Box 944210, Sacramento, CA 94244-2100

P (916) 322-3350 | www.rn.ca.gov

**Ruth Ann Terry, MPH, RN, Executive Officer**



**Educational Requirements  
 for a Public Health Nurse Certificate**

Name of Nursing Program: California State University, Sacramento Accelerated Second Bachelor's Degree Program  
 in collaboration with CSU, Stanislaus

Completed by:Carolynn Goetze, Director      Date: January 15, 2011

California Code of Regulations Section 1491(4)(A)-(L), 1491(7) identify theoretical content and Section 1491(6)(A)-(C) clinical experiences required for a PHN Certificate.

Please list courses in which the required PHN content is covered.

**\*\* Refer to the attached collaborative courses chart.**

<b>CCR 1491(4)(A) – (L): Required Theoretical Content</b>	<b>Course No. and Title</b>
A. Physical, mental, and developmental assessment: child and adult	N16 Physical Assessment N105 Nursing Childbearing Family Skills N108 Nursing Childrearing Family Skills CHDV30 Human Development Lifespan
B. Surveillance and epidemiology: chronic and communicable diseases	N124 Community Health Nursing N125 Community Health Nursing Clinical
C. Health promotion and disease prevention	N124 Community Health Nursing N125 Community Health Nursing Clinical
D. Multicultural nursing concepts	N11 Introduction to Professional Nursing N124 Community Health Nursing
E. Research methodology and statistics	N150 Research** Statistics 1
F. Health teaching concepts and strategies	N124 Community Health Nursing N125 Community Health Nursing Clinical
G. Population based practice: assessment and development of community collaboration at the level of systems, community and family/individual	N124 Community Health Nursing N125 Community Health Nursing clinical N103 Nursing Childbearing Family** N106 Nursing Childrearing Family
H. Assessment of health needs of individuals and families, to include environment, and interventions across the lifespan	N 101 Nursing Adult Health N117 Gerontology N103 Nursing Childbearing Family** N106 Nursing Childrearing Family N124 Community Health Nursing
I. Legal and health care financing issues	N11 Intro to Professional Nursing N143 Leadership & Management** N124 Community Health Nursing
J. Family violence, e.g., child, adult, domestic, elder abuse, etc.	N106 Nursing Childrearing Family N117 Gerontology N124 Community Health Nursing
K. Case management/care coordination	N143 Leadership & Management** N124 Community Health Nursing N125 Community Health Nursing Clinical
L. Emergency preparedness and response	N124 Community Health Nursing
CCR 1491(7). Training in the prevention, early detection, intervention, California reporting requirements, and treatment of child neglect and abuse that shall be at least seven (7) hours in length...	See below

CCR Section 1491(6)(A)-(C): Supervised clinical experience must be:	Course(s)
A. In public health settings with individuals, families, and community	N107 Nursing Childrearing Family Clinical N125 Community Health Nursing Clinical
B. Concurrent with or following acquisition of theoretical knowledge prescribed by the curriculum	N106 Nursing Childrearing Family N124 Community Health Nursing
C. A minimum of 90 hours (Total # Clinical Hours)	N125 Community Health Nursing Clinical

**CSU Stanislaus/Sacramento ASBSN Collaborative Curriculum**

Semester	CSU, Sacramento	CRL Units	CSU, Stanislaus	CRL Units	CRL Unit Difference	Other Degree Req.
Semester 1 (Six Weeks)	N15 Skills N16 Physical Assessment <b>N14 Pharm</b> <b>N11 Intro Nursing</b> <b>Total CRL units</b>	2 1 2 3 <b>8</b>	N2820 Skills N3000 Health Assessment <b>N14 Pharmacology (Replaces N2860)**</b> <b>N11 Intro to Nrsng (Replaces N2800)**</b> <b>Total CRL units</b>	3 3 2 2 <b>10</b>	+1 for Stan	
Semester 2 (10 Weeks)	<b>N2900 Adult Health I (Replaces N101)*</b> Nurs 102 Nurs Care of Adults Clinical <b>N 3700 Research (Replaces N150)*</b> Nurs 18 Professional Com Nurs 117 Gero <b>Total CRL units</b>	3 2 (2)ODR 1 2 <b>8</b>	<b>N2900 Adult Health I</b> N2910 Adult Health I Clinical <b>N3700 Nursing Research</b>  <b>Total CRL units</b>	4 3 (3)ODR  <b>7</b>	+1 for Sac	+1 for Sac
Semester 3 (10 Weeks)	<b>N3820 Reprod Health (Replaces N103)*</b> Nurs 104 Nurs Childbearing Family Clinical Nurs 105 Nurs Childbearing Family Skills <b>Nurs 106 Nurs Childrearing Family</b> Nurs 107 Nurs Childrearing Family Clinical Nurs 108 Nurs Childrearing Family Skills <b>Total CRL units</b>	3 2 1 3 2 1 <b>12</b>	<b>N3820 Reproductive Health</b>  <b>N106 Childrearing Family (Replaces N 3800)**</b> N3850 Maternal Child Clinical N3600 Transcultural Nursing <b>Total CRL units</b>	3  3 3 3 <b>12</b>		
Semester 4 (10 Weeks)	<b>Nurs 121 Adv MS</b> Nurs 122 Adv MS Clinical <b>N3900 Mental Health (Replaces N109)*</b> Nurs 110 Mental Health Clinical <b>Total</b>	3 3 3 2 <b>11</b>	<b>N121 Adv MS (Replaces N4800)**</b> N4810 Adult Health II Clinical <b>N3900 Mental Health</b> N3910 Mental Health Clinical <b>Total CRL units</b>	3 3 3 2 <b>11</b>		
Semester 5 (10 Weeks)	<b>Nurs 124 Com Health Nursing</b> Nurs 125 Com Health Nursing Clinical <b>N3320 L &amp; M (Replaces N143)*</b> <b>Total CRL units</b>	(3)ODR (3)ODR 3 <b>3</b>	<b>N124 Community Health (Replaces N4400)**</b> N4410 Community Health Practicum <b>N3320 Leadership &amp; Mgmt</b> <b>Total CRL units</b>	(3)ODR (3)ODR 3 <b>3</b>		
Semester 6 (10 Weeks)	Nurs 145 CI Leadership & Prof Dev <b>Total CRL units</b>	6 <b>6</b>	N4010 Issues Facing the Prof. N4830 PL Practicum N4820 PL Seminar <b>Total CRL units</b>	3 4 2 <b>9</b>		
	<b>Total CRL Units for Sac State Curriculum</b> Total CRL Units with Stanislaus Substitutions	<b>48</b>  49	<b>Total CRL Units for Stanislaus Curriculum</b> Total CRL Units with Sacramento Substitutions	<b>52</b> 53	<b>+1 Stan</b> <b>+1 for Sac</b>	+1 for Sac

\*Taken through UEE at Stanislaus \*\* Taken through CCE at Sacramento





**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM:** 9.2.2

**DATE:** March 10, 2011

**ACTION REQUESTED:** Approve Major Curriculum Revision for CSU, Stanislaus - Establish an Accelerated Second Baccalaureate Degree Option (ASBSNc) to be offered in collaboration with CSU, Sacramento through contract education/self support.

**REQUESTED BY:** Kelly McHan, NEC

**BACKGROUND:** Dr. Margaret Hodge, Director of the School of Nursing at California State University, Stanislaus, has been program director since 2007 and has been faculty in the program since 2003. The BSN program was implemented in 2002 and the first class graduated in 2006. Annual NCLEX pass rates range from 82.5% to 100%. No areas of non-compliance were identified at the 2006 Continuing Approval visit. The program has earned an excellent reputation in the communities served. The current admission pattern is 30 students each fall and spring with 60 students graduating each year.

An administrative MOU between CSU, Stanislaus and CSU, Sacramento for the ASBSNc is in place (see attached). Enrollment and implementation of the ASBSNc is contingent on approval from the Board of Registered Nursing for the submitted major curriculum changes, and from the CSU Chancellor's Office. Chancellor's Office approval is anticipated to be available for review at the March 2011 ELC meeting or shortly thereafter.

The decision to seek approval for a collaborative ASBSNc option between the two universities is based on a review of both programs' existing curricula and processes completed by Dr. Hodge and Dr. Anne Stoltz, the former Program Director and Division Chair at CSU, Sacramento and the designated ASBSNc Program Coordinator for that campus. Review results showed that the respective program philosophies, conceptual frameworks, learning outcomes, course content, program policies/procedures, course expectations and methods of evaluation are closely aligned and congruent thus making a collaborative arrangement between the two campuses feasible and successful. The attached proposal documents provide a detailed description of the collaborative option's compliance with regulation and BRN policies.

Each campus plans to admit 20-30 students into the ASBSNc annually, beginning in Summer 2011. The BSN degree will be awarded by each university to its own students. Listed below is a summary of the major curriculum changes specific to the proposed CSU, Stanislaus ASBSNc option:

- Students with a bachelor's degree in another field who have completed the prerequisites will be able to complete the ASBSNc in 15 months. Courses will be delivered in one intensive 6-week term and five 10-week terms instead of the traditional university semester of 15 weeks.
- ASBSNc students from both campuses will enroll in five "shared" theory courses offered at the other campus. The remainder of the courses – including all clinical courses - will be taken by students at their respective home campuses. Stanislaus students will register at CSU, Sacramento for N14 Pharmacology, N11 Intro to Professional Nursing, N106 Pediatrics, N121 Advanced Medical-Surgical and N124 Community Health. CSU, Stanislaus will accept these courses as transfer courses to meet the ASBSNc Content Required for Licensure and degree requirements.
- Traditionally, CSU Stanislaus has offered two 2-unit Pharmacology courses (Pharmacology & Nutrition and Pharmacology in Nursing). For the ASBSNc option, the Pharmacology & Nutrition course will be eliminated. Required content will be integrated into the N14 Pharmacology course offered by CSU, Sacramento.
- Of the shared courses, the only course with a unit difference for CSU, Stanislaus is Introduction to Nursing. This course will be offered at CSU, Sacramento as a shared course with 3 units (CSU, Stanislaus' Introduction to Nursing course is 2 units). This difference is reflected in the attached curriculum documents. With the course difference bulleted above, together these changes comprise a 1-unit decrease in nursing theory units.
- Science units now include Math 1600 Statistics and NURS 1040 Human Development: Lifespan, increasing required units in Basic Sciences from 23 units to 30 units.
- Total units required for licensure will be 88-89 units instead of 86 units. Total units for the ASBSNc degree will be 97-98 units instead of 126-127. A decrease in "other degree" units from a previous range of 40-41 units to 9 units reflects the mandated general education requirement exemption for second degree bachelor's students.
- The ASBSNc option will be offered through the university's contract education/self support. Revenues from student tuition and fees will be the primary source of funding.

A designated ASBSNc coordinator will work closely with the CSU, Sacramento ASBSNc coordinator and all faculty teaching in the ten shared theory courses. All faculty teaching shared courses will be BRN-approved on both campuses. Some portions of courses may be team taught utilizing faculty from both campuses. Faculty will utilize instructional delivery methodologies including face to face, online, videostreaming,

iMEET, and blackboard distance education technologies. The program coordinators and faculty will work under the direction and supervision of the program director on each respective home campus.

There are adequate clinical facilities and placements available to support the planned program of instruction and anticipated enrollment pattern.

The ASBSNc will be offered at CSU Stanislaus' extended campus site in Stockton. Plans to renovate and customize the site for the ASBSNc include the addition of an eight-bed skills/health assessment lab, two-bed simulation lab, three smart classrooms, student library, faculty offices, administrative offices, and technology support for delivery of instruction (see attached diagram). Plans have been approved and funding has been obtained from the Stockton site authority and the Chancellor's office. Bids have been secured and renovation will begin when the program receives BRN approval.

The NEC will conduct site visits prior to program implementation to verify readiness of the extended campus site. An interim visit will be scheduled as the first cohort of students are completing the last 10-week term. If no areas of non-compliance or issues/concerns are identified, the ASBSNc will be visited on the same schedule as the traditional BSN degree option.

#### **NCLEX Pass Rates for Generic BSN Program**

CSU Stanislaus	JUL-SEP		OCT-DEC		JAN-MAR		APR-JUN		ANNUAL RATE		
	TAKEN	PASSED	TAKEN	PASSED	TAKEN	PASSED	TAKEN	PASSED	TAKEN	PASSED	PERCENT
2005-2010											
2005-2006	21	18	0	0	0	0	0	0	0	0	85.71%
2006-2007	35	25	0	0	0	0	9	8	40	33	82.50%
2007-2008	20	17	0	0	0	0	18	18	38	35	92.11%
2008-2009	18	18	0	0	0	0	5	5	23	23	100.00%
2009-2010	30	29	1	0	1	1	16	16	48	46	95.83%

#### **NEXT STEPS:**

Place on Board Agenda

#### **FINANCIAL IMPLICATIONS, IF ANY:**

None

#### **PERSON TO CONTACT:**

Kelly McHan  
(916) 574-7719



Proposal for Collaborative Program  
Accelerated Second Baccalaureate in Nursing  
CSU, Stanislaus & CSU, Sacramento

## **Introduction**

This proposal requests approval for a collaborative accelerated second degree baccalaureate pre-licensure nursing (ASBSNc) program between CSU, Stanislaus and Sacramento (Sacramento State) to be offered through contract education (self-support). In past semesters, the second bachelor's students made up 20% of the nursing students accepted to Sacramento State. CSU Stanislaus has a similar history, with 2<sup>nd</sup> degree students making up approximately 15% of the pre-licensure students. The second bachelors' students that have completed the prerequisites are the focus population for this new pre-licensure nursing program.

Students with a bachelor's degree in any other discipline who have completed the required prerequisites will be able to complete the Bachelor of Science in Nursing in an accelerated format. Second bachelors' students are exempt from all general education requirements as mandated in EOAA: 2008-14. As such, the ASBSNc students will be able to complete the program in an accelerated time frame of 15 months. It is estimated that a cohort of up to 20-30 students from each campus will be admitted August or December 2011 (pending approvals) and every year thereafter. Future expansion of the collaborative program is dependent on student interest and community need.

The opportunities that present with this collaboration include:

- An additional 40 - 60 students admitted each year resulting in 40 – 60 new baccalaureate prepared registered nurses per year,
- Sharing of limited faculty resources,
- Utilizing innovation to transform nursing education (Carnegie study & IOM/RWJF),
- Creating a model program for collaboration that can be replicated,
- Increasing local health care agency/education relationships, and
- Generating revenue producing options to augment traditional funding sources.

## **Specifics of Collaboration**

Sacramento State has a successful history with an ASBSN program, but had to suspend the program due to the present state of fiscal and faculty resources. CSU, Stanislaus has admitted second degree bachelors' degree students into the existing traditional program by offering general education credit for the previously earned degree, but has not established a formal accelerated baccalaureate degree in nursing option. The planned addition of a new Correctional Hospital in Stockton has generated considerable community interest and support for this type of program.

Students in the ASBSNc program will apply to the contract education (self-support) program on each campus. Faculty teaching shared courses through contract education (self-support) will utilize online, videostreaming, iMEET, and blackboard teaching technologies. The students will complete lab/skills and clinical courses on their respective campuses utilizing face to face traditional teaching strategies for skills labs and human patient simulation experiences. Clinical

rotations will be completed at health care agencies within the geographical regions of CSU, Stanislaus and Sacramento State.

The programs will collaborate and share approximately 30% of the required pre-licensure content with each campus maintaining responsibility for approximately 70% of their approved curricula. This 30% was determined through the articulation of the two curricula (CSU, Stanislaus & Sacramento State). The 10 theory courses that will be “shared courses” will be divided equally between the two campuses. In addition, the determination of which campus is slated to teach which course was determined by the availability of faculty resources and expertise in specific content areas. The baccalaureate degrees will be awarded from the student’s home campus.

As detailed below in the Admission Criteria Section of the proposal, both programs will utilize the same admission criteria for admission to the ASBSNc option. In contract education (self-support) it is typical to establish admission criteria that may vary from the state side programs. Each program will admit students to their respective campus and will award the baccalaureate degree. Student handbooks explaining policies and procedures will be maintained on each campus utilizing the current approved versions. The programs have identical progression policies and procedures.

Students will enroll in the shared courses for the campus that is offering the course and those courses are as follows:

- Sacramento State will offer the N14 Pharmacology, N11 Intro to Professional Nursing, N106 Pediatrics, N 121 Advanced Medical-Surgical (Med Surg II), and N124 Community Health theory content to be delivered by nursing faculty approved by the BRN for both campuses.
- CSU, Stanislaus will offer the N2900 Beginning Medical-Surgical (I), N3700 Research, N3820 Reproductive Health, N3900 Mental Health, and N3320 Leadership and Management theory content to be delivered by nursing faculty approved by the BRN for both campuses.
- Each campus will utilize its own clinical and lab faculty members as well as existing health care agencies/contracts.
- The ASBSNc students will not take courses with the traditional BSN students and clinical placements will be scheduled around availability with deference to the traditional BSN program.
- Course liaisons that are knowledgeable in course content, delivery, and sequencing will be given assigned time to support students on the campus when the faculty of record is on the sister campus for the shared courses.

The overall unit differences are the result of a total of three shared courses having different unit values. Where courses differed in number of units, the shared course with the larger unit value was selected for the collaboration. These unit differences are specified in the attached chart.

Each program employs an ASBSNc Coordinator. The coordinators articulated the course content, wrote the proposal, and will continue to facilitate the collaboration between and among programs and faculty on both campuses. The ASBSNc Coordinators will report directly to the

program director of each department and will communicate directly to the faculty teaching the courses. In addition, the ASBSNc Coordinator will conduct all activities of the collaboration including the planning, instruction, and evaluation of the program(s); with the program director having ultimate responsibility for the ASBSNc. Each campus will hire faculty as appropriate to teach theory and/or clinical instructors under the direction of the program director.

## **BRN Guidelines (EDP-R-03 Rev 01/09)**

### **I. Administration**

This collaborative program utilizes the existing nursing programs at CSU, Stanislaus and Sacramento State. Both nursing programs are approved by the California Board of Registered Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE) and Western Association of Schools and Colleges (WASC). Sacramento State has had an approved ASBSN option since 2005 and is submitting major curricular change documents with this proposal. CSU, Stanislaus is submitting major curricular change documents with this proposal to support the establishment of an ASBSNc option.

#### **Section 1424(a)**

The two campuses have reached agreement that the philosophy and objectives of both nursing programs are congruent and therefore compatible with curricular articulation and delivery.

#### **Section 1424b** Policies and procedures by which the program is administered.

Each campus has existing previously approved policies and procedures and will adhere to those established and carried out on each campus. The students will have online access to the student handbooks for the appropriate campus and will be expected to adhere to general policies and procedures on their respective campus. Course specific policies and procedures will be included in the individual course syllabi of shared courses and students will be held responsible to course-specific criteria.

The theory course grading criteria and ATI testing procedures are identical between the collaborating campuses and with the existing traditional BSN programs. Mechanisms are in place on each campus for students that fail a course(s). Students must petition the Student Affairs Committee at their home campus to seek permission to progress in the program. The petition must include a statement from the faculty of record in the course that was failed. Students that are unable to continue in the ASBSNc program may be given the option of following existing mechanisms in place on each campus to petition for entry into the traditional BSN program. Course specific grading criteria and policies will be outlined in each syllabus.

#### **Section 1424(b)(1)** The nursing program(s) shall have a written plan for evaluation of the total program.

Each campus maintains and adheres to approved program evaluation plans. Particular attention will be placed on examination of the course evaluations in shared courses: to include access, communication, adequacy of resources, student learning outcomes and student concerns. All faculty involved in delivery of instruction in this program option will

participate in the evaluation of all courses and program outcomes on each campus and collectively. The faculty of record for each course will be responsible for the evaluation of their specific course. In addition, total program evaluation of the ASBSNc option will include individual, campus specific, and cohort data on the following:

- Admission criteria
- Attrition
- Retention
- NCLEX pass rates
- Employment rates
- Graduate survey results

Revisions to the program will be implemented based on the above evaluation standards.

**Section 1424(b)(2)** The program shall have procedures for resolving student grievances. The policies and procedures for student grievances are the responsibility of each nursing Program (CSU, Stanislaus & Sacramento State) and are detailed in the student handbook on each of the respective campuses.

**Section 1424(c)** Organizational chart which identifies the relationships, lines of authority, and channels of communication.

Existing committee structures will be maintained on each campus. Channels of communication among and between programs are clearly established.

**Section 1424(D)** Evidence of sufficient resources.

The ASBSNc will operate under contract education (self-support) at CSU, Stanislaus and Sacramento State. The expenses incurred are to be covered under a tuition-based, self-support structure. On-going operating, administrative, and faculty expenses are assumed through the contract education programs on each campus and supported through student tuition and fees.

Sacramento State will house the ASBSNc program in the newly renovated Division of Nursing location at Folsom Hall. The space is six times the previous space with two skills labs, three mid-fidelity labs, seven simulation suites, two computer labs, IV therapy labs, student library, and ample classrooms outfitted with state of the art computer equipment. Administration, faculty, and staff are all located in Folsom Hall. Faculty and students will have access to all services on the Sacramento State campus as well.

CSU, Stanislaus will house the ASBSNc program on the Stockton campus that will include a newly renovated building with an eight bed skills/health assessment lab, two-bed simulation lab, three smart classrooms, student library, faculty offices, administrative offices, and technology support for delivery of the program. The Stockton campus currently houses an RN-BSN program as well as other University programs. Funding has been obtained from the Stockton site authority and the Chancellor's office, plans for the renovation have been approved, bids have been secured, and work will begin once the program is approved by the BRN and the CSU Chancellor's Office. All faculty and students will have access to all services offered on the home campus in Turlock.



**Section 1424(e)** The director and assistant director shall dedicate sufficient time for the administration of the program.

The program coordinators on each campus will be responsible for the day to day administration of this program and will report to the director that has the ultimate responsibility for the program on their respective campus. The ASBSNc program coordinator on the Sacramento State campus will dedicate 50% of his/her assignment to the program through assigned time and CSU, Stanislaus will have 40% dedicated time.

**Section 1424(f)** Board approved assistant director.

Each campus maintains at least one board approved assistant director.

**Section 1424(g)** Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.

Faculty members shall have the above responsibilities on each campus. In addition, faculty with expertise in specific areas will serve as course liaisons from each campus and will be provided assigned time to coordinate course content and provide student support for each of the shared courses.

**Section 1424(h)** The faculty shall be adequate in type and number to implement the program.

Faculty teaching shared courses must be approved by the BRN to teach at both CSU, Stanislaus and Sacramento State. Each campus will have the authority to hire the appropriate number of faculty needed to implement the program(s).

**Section 1424(i)** Non-faculty responsibilities.

Each campus will maintain files for preceptors utilized by the respective campus.

**Section 1424(j)** The assistant director shall function under the supervision of the director.

No change.

**Section 1424(k)** Student/faculty ratios.

Student/faculty ratios in the clinical setting will be the same in the ASBSNc as those in the existing prelicensure programs on each campus.

## **II. Faculty Qualifications & Changes**

### **Section 1425**

The directors, assistant directors and faculty at CSU, Stanislaus and Sacramento State are approved according to the criteria set forth in the guidelines. The faculty members that teach shared courses must have approval from the BRN to teach at both CSU, Stanislaus and Sacramento State.

### **III. Required Curriculum; Prior Approval**

#### **Section 1426**

See the attached forms for CSU, Stanislaus and Sacramento State:

- Required Curriculum: Content Required for Licensure (EDP-P-06)
- Total Curriculum Plan (EDP-P-05).

### **IV. Clinical Facilities**

#### **Section 1427**

CSU, Stanislaus and Sacramento State agree that the clinical facilities for the ASBSNc will be utilized in agencies located in their respective service regions. Students will complete all clinical experiences in agencies in which their home campus maintains the appropriate agency contracts. Space for additional clinical experiences for the ASBSNc has been identified and does not supplant existing programs. All other criteria for clinical facilities are currently in place on each campus and will be maintained in the ASBSNc.

### **V. Student Participation**

#### **Section 1428(a)**

A student from each of the cohorts in the ASBSNc option will be elected by their peers to serve on the Undergraduate Committee on their respective campus. Students will be encouraged to participate in the California Student Nurses Association on each campus.

### **VI. Policies relating to establishing eligibility for examination**

#### **Section 1428.6(a)**

No change

### **VII. LVN 30-unit option**

#### **Section 1429**

See attachments for CSU, Stanislaus and Sacramento State

- Required Curriculum: Content Required for Licensure (EDP-P-06)
- Total Curriculum Plan (EDP-P-05).

### **VIII. Previous Education Credit**

#### **Section 1430**

Students requesting to transfer from another nursing program will be eligible based on evaluation of coursework and credit will be awarded as appropriate.

### **IX. Licensing examination pass rate standard**

#### **Section 1428.6(a)**

No change

## **Additional Information Requested by the CSU Chancellor's Office**

### **Admission Criteria**

CSU, Stanislaus and Sacramento State agree to the following admission/selection criteria. Courses that are co-requisite courses in the existing programs will be pre-requisites in the ASBSNc option. The pre-requisites to the program include the existing co-requisites: Due to the accelerated nature of the ASBSNc the students will not have time during the program to take additional coursework. The minimum prerequisite GPA was adjusted for each campus. CSU, Stanislaus is currently 3.0 and Sacramento State is 3.3; in order to maintain consistency across the programs, a 3.0 minimum GPA was established. Offering the ASBSNc through contract education allows each campus to establish instructional terms and admission criteria that may be different from the state-side program requirements.

1. The pre-requisites are as follows:

- Integrated Chemistry to include Organic/Biochemistry
- Anatomy
- Physiology
- Microbiology
- Speech/Communication
- Critical Thinking (waived due to previous baccalaureate degree)
- Intro to Psychology
- Intro to Sociology
- English composition
- Human Development Lifespan

2. Test of Essential Academic Skills (TEAS) minimum score 75%

3. Minimum GPA in pre-requisites of 3.0 (no more than two planned or in progress of which only one may be a science pre-requisite)

### **Policies & Procedures/Student Handbook**

Each campus has existing, previously approved policies and procedures and will adhere to those established and carried out on each campus. If changes in policies or procedures specific to the ASBSNc option are needed, each program will utilize established processes for change.

### **WASC Approval**

Additional WASC approval is not required for this collaboration as the teaching methodologies do not constitute a significant difference from what is currently approved. The 10 courses that will be delivered via distance education do not exceed the WASC requirement.

### **Budgets**

The tuition/fees cost to students will be \$35,000. Tuition and fees do not include books, uniforms, or lab fees. See attached budgets for each program.

**MOU (see attached)**

Please note that the MOU was signed by both campuses prior to submission/approval of the course change proposals for the Sacramento State ASBSNc option. Due to the structure of the shared courses at Sacramento State, it was necessary to split existing theory and clinical combined courses into two separate courses. The courses are identical but divide theory and clinical. Below is the cross reference for the Sacramento State shared course numbers.

<b>Current Sac State Course</b>	<b>Current Course Number</b>	<b>Units</b>	<b>Proposed Sac State Course Number</b>	<b>Units</b>
Adult Health I	N12	5	101 (theory content) 102 (clinical)	3 2
Nursing Families Complex Illness	N123	6	N121 (theory content) N122 (clinical)	3 3
Nursing the Childbearing Family	N137	5	N103 (theory) N104 (clinical)	3 2
Nursing the Childrearing Family	N138	5	N106 (theory) N107 (clinical)	3 2
Mental Health	N129	5	N109 (theory) N110 (clinical)	3 2
Community Health	N144	5	N124 (theory) N125 (clinical)	3 2



## **MEMORANDUM OF UNDERSTANDING**

on the offering

Accelerated Second Baccalaureate Pre-Licensure Nursing (ASBSNc)

by

Presidents, Provosts, Deans and Chairs of

California State University, Sacramento (Sacramento State)

and

California State University, Stanislaus (CSU Stanislaus)

### **Preamble**

California State University, Sacramento (Sacramento State) and California State University, Stanislaus (CSU Stanislaus) have agreed to form a collaborative to jointly offer an ASBSNc degree. The ASBSNc degree is a professional pre-licensure nursing degree to be offered by each of the two campuses to this agreement following a common curriculum and subject to common requirements. This program will be offered as a contract education (self support special session) program on each campus.

### **Agreement**

The deans of the colleges and chairs of the nursing divisions offering required courses (i.e., courses offered by only one of the partner campuses, but taken by all students in the program) agree to offer and teach courses as described in the Board of Registered Nursing approved Collaborative Program for ASBSNc. Students will register and complete clinical, skill/lab and practicum coursework at their home campus. The expectation is that each campus will enroll a cohort of 20 to 30 students. The following required courses will be the teaching responsibility of the respective partner campus.

### **Required Courses articulated by each campus:**

#### **Sacramento State**


- Introduction to Professional Nursing (Sacramento State N11 and CSU Stanislaus N2800)
- Pharmacology Concepts (Sacramento State N14 and CSU Stanislaus N2860)
- Nursing the Childbearing Family (Sacramento State N138 and CSU Stanislaus N3800)
- Nursing Families in Complex Illness (Sacramento State N123 and CSU Stanislaus N4800)
- Community Health Nursing (Sacramento State N144 and CSU Stanislaus N4400)

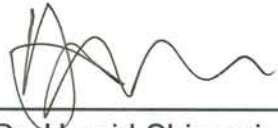
CSU Stanislaus

- Nursing Research (Sacramento State N150 and CSU Stanislaus N3700)
- Adult Health I (Sacramento State N12 and CSU Stanislaus N2900)
- Reproductive Health (Sacramento State N137 and CSU Stanislaus N3820)
- Mental Health Nursing (Sacramento State N129 and CSU Stanislaus N3900)
- Leadership & Management (Sacramento State N143 and CSU Stanislaus N3320)

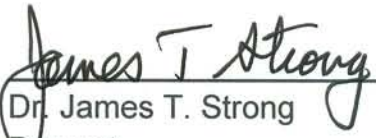
**MOU on the offering of the California Board of Registered Nursing Approved Collaborative Program for the ASBSNc.**

**Signatures:**

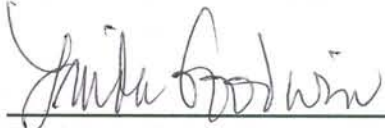
 1/12/11  
\_\_\_\_\_  
Dr. Alexander Gonzalez Date  
President  
California State University, Sacramento

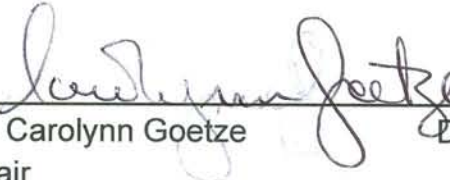
 01-19-2011  
\_\_\_\_\_  
Dr. Hamid Shirvani Date  
President  
California State University, Stanislaus

 1/13/11  
\_\_\_\_\_  
Dr. Joseph F. Sheley Date  
Provost  
Office of Academic Affairs

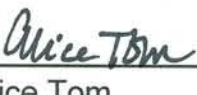
 1-20-11  
\_\_\_\_\_  
Dr. James T. Strong Date  
Provost  
Office of Academic Affairs

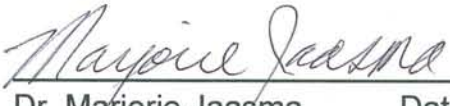
 1-11-11  
\_\_\_\_\_  
Dr. Fred Baldini Date  
Dean  
College of Health & Human Services

 1-21-11  
\_\_\_\_\_  
Dr. Linda Goodwin Date  
Dean  
College of Health & Human Services

 1-11-11  
\_\_\_\_\_  
Dr. Carolynn Goetze Date  
Chair  
Division of Nursing

 1-20-2011  
\_\_\_\_\_  
Dr. Peggy Hodge Date  
Chair  
Division of Nursing

 January 11, 2011  
\_\_\_\_\_  
Alice Tom Date  
Dean  
College of Continuing Education

 1/19/11  
\_\_\_\_\_  
Dr. Marjorie Jaasma Date  
Executive in Charge  
University Extended Education

## **CALIFORNIA STATE UNIVERSITY STANISLAUS ASBSNC BUDGET**

Tuition cost per student (excluding books, lab fees, uniforms etc): \$35,000

### Teaching & Coordination

61 units of Instruction

9 units of coordination

### Revenue

Projected enrollment 20 students \$700,000

Lab Fees @ \$500.00/student \$10,000

**PROJECTED TOTAL REVENUE** **\$710,000**

**CAMPUS SUPPORT** **\$217,000**

Financial Services, UEE, Distance Education, CO, etc

**PERSONNEL COSTS** **\$350,700**

ASBSNc Coordinator \$30,000

FT & TT faculty (64 wtu's) \$167,500

PT Faculty (41 wtu's) \$68,000

Administrative Assistant (Shared Position) \$12,000

Approximate benefits cost \$73,200

**OPERATING EXPENSES** **\$80,000**

Travel \$10,000

Marketing \$15,000

Program Operations & Supplies \$15,000

Accreditation \$30,000

Lab Supplies/ATI/Malpractice Insurance \$10,000

**TOTAL EXPENSES** **\$647,700**

**NET SURPLUS** **\$62,300**

**REQUIRED CURRICULUM:  
CONTENT REQUIRED FOR LICENSURE**

EDP-P-06 (Rev. 03/01)

Executive Officer  
(916) 322-3350  
(626) 575-7080**Submit in DUPLICATE.**

Program Name: California State University, Stanislaus	<b>For Board Use Only</b>  Approved by: _____, NEC  Date: _____  <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Associate <input checked="" type="checkbox"/> Accelerated 2 <sup>nd</sup> Degree Baccalaureate (ASBSN) Option offered in collaboration with CSUS	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Date of Implementation: Summer 2011	
Academic System: <input checked="" type="checkbox"/> Semester - Offered as one 6-week semester and five 10-week semesters. <input type="checkbox"/> Quarter _____ weeks/quarter	

**REQUIRED FOR LICENSURE AS STATED IN SECTION 1426**

	Semester Units	Quarter Units	Current BRN-Approved Curriculum (Generic BSN program)	Proposed ASBSNc Option *Place asterisk next to proposed change
Nursing	<b>36</b>	<b>54</b>	54	52-53 units */**
Theory	(18)	(27)	(35)	(33-34)*/**
Clinical	(18)	(27)	(19)	(19)
Communication Units	6	9	9	6*
Science Units	16	24	23	30*
<b>TOTAL UNITS FOR LICENSURE</b>	<b>58</b>	<b>87</b>	86	88-89 units */**
Other Degree Requirements (Nrsng Research, CH, CH Clinical)			40-41	9
<b>TOTAL UNITS FOR GRADUATION</b>			126-127	97-98 units */**

\*/\*\* See attached chart for explanation of unit variation due to differences between CSU Stanislaus and Sacramento in number of units for Introduction to Nursing.

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & Chemical Dependency	NURS 3900/3910	Mental Health Nursing & Clinical
Personal Hygiene	NURS 2820	Foundations for Clinical Nursing Practice (Basic Skills)
Human Sexuality	NURS 1040 NURS 3820/3850	Human Development Lifespan (Pre-requisite) Reproductive Health / Maternal Child Clinical
Client Abuse	NURS 2900/2910 NURS 3800/3850 NURS 4400/4410	Adult Health I / Clinical Pediatric Nursing / Maternal Child Clinical Community Health Nursing/Practicum
Cultural Diversity	NURS 3600 NURS 4400	Transcultural Nursing Community Health Nursing

Nutrition	NURS 2900/2910 NURS 3800/3850 NURS 3820/3850 NURS 4800/4810	Adult Health I / Clinical Pediatric Nursing / Clinical Reproductive Health / Clinical Adult Health II / Clinical
Pharmacology	NURS 2860 All clinical courses	Pharmacology in Nursing
Legal Aspects	NURS 2800 NURS 4010 NURS 3320	Introduction to Nursing Issues in the Profession Leadership & Management
Social/Ethical Aspects	NURS 2800 NURS 4010 NURS 4820	Introduction to Nursing Issues Facing the Profession Pre-licensure Seminar
Management/Leadership	NURS 2800 NURS 3320 NURS 3600 NURS 4010 NURS 4830 NURS 4820	Introduction to Nursing Leadership & Management Transcultural Nursing Issues Facing the Profession Pre-licensure Clinical Nursing Practicum Pre-licensure Seminar

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
<b>NURSING</b>			
Medical-Surgical	NURS 3000	Health Assessment/Lab	2/1
	NURS 2820	Foundations of Clinical Nursing Practice (Basic Skills)	3
	NURS 2860	Pharmacology in Nursing	2
	NURS 2900/2910	Adult Health I / Clinical	4/3
	NURS 4800/4810	Adult Health II / Clinical	3/3
	NURS 4820	Pre-licensure Seminar	2
Obstetrical	NURS 3820/3850	Reproductive Health /Maternal Child Clinical	3/3
Pediatric	NURS 3800/3850	Pediatric Nursing / Maternal Child Clinical	3/(3)
Psych/Mental Health	NURS 3900/3910	Mental Health Nursing / Clinical	3/2
Geriatrics	NURS 1040	Human Development: Life Span (Prerequisite)	(3)
	NURS 2900/2910	Adult Health I/Clinical	(4/3)
	NURS 3900/3910	Mental Health/Clinical	(3/2)
	NURS 4800/4810	Adult Health II/Clinical	(3/3)
Leadership and Management	NURS 2800	Introduction to Nursing	2-3**
	NURS 3320	Nursing Leadership and Management	3
	NURS 3600	Transcultural	3
	NURS 4010	Issues Facing the Profession	3
	NURS 4820	Pre-licensure Seminar	(2)
	NURS 4830	Pre-licensure Practicum	4
<b>BASIC SCIENCES</b>			
Anatomy	ZOOL 2250/2252	Anatomy (Prerequisite)	4
Physiology	ZOOL 2230/2032	Physiology / Lab (Prerequisite)	3/1
Microbiology	MBIO 2010/2012	Bacteriology for Nurses / Lab (Prerequisite)	3/1
Societal/Cultural Pattern	SOCL 1010	Introduction to Sociology (Previous LDGE or Prerequisite)	3
Psychology	PSYC 2010	Introduction to Psychology (Previous LDGE or Prerequisite)	3
Human Development	NURS 1040	Human Development across the Lifespan (Prerequisite)	3
Chemistry	CHEM 2100 & 2110/2112	Chemistry and Biochemistry for Nurses (Prerequisite)	3/2
Math - Statistics	MATH 1600	Statistics	4
<b>COMMUNICATION</b>			
Verbal	COMM 2110 or COMM 2000	Group Discussion Public Speaking	3
Written	ENGL 1001	First Year Composition	3



\*\*Unit variation due to differences between CSU Stanislaus and Sacramento in number of units for Introduction to Nursing

### LVN 30 UNIT OPTION

REQUIRED CONTENT		Course Number	Course Title	Units
NURSING				
Advanced Medical-Surgical	NURS 4800/4810	Adult Heath II / Clinical	3/3	
	NURS 4820	Pre-licensure Seminar	2	
Psych/Mental Health	NURS 3900/3910	Mental Health / Clinical	3/2	
	NURS 4820	Pre-Licensure Seminar	(2)	
Geriatrics	NURS 4800/4810	Adult Heath II	(3)	
	N3900	Mental Health Theory	(3)	
Management/Leadership	NURS 3320	Nursing Leadership & Management	3	
	NURS 4820	Pre-Licensure Seminar	(2)	
	NURS 4230	Pre-licensure Advanced Clinical Nursing Practicum	4	
Professional Nursing	NURS 2800	Introduction to Nursing	2	
BASIC SCIENCES				
Physiology	ZOOL 2230/2232	Physiology / Lab	3/1	
Microbiology	MBIO 2010/2012	Bacteriology for Nurses / Lab	3/1	
TOTAL UNITS			30	
Signature Program Director/Designee: Margaret L. Hodge		Date: 1/24/2011		

**TOTAL CURRICULUM PLAN**

EDP-P-05a (Rev. 07/01)

**Submit in duplicate**

Name of School: California State University, Stanislaus										Date Submitted: 1/24/2011			
Type of Program: ASBSN offered in collaboration with CSUS										<b>For BRN Office Use Only</b>			
					Effective Date: Summer 2011								
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.										By: Date:			
Check appropriate year: Prior to entry					Check:					*Wk:		15	
					Total Units		Lecture		Lab		Total Hours		
Quarter/Semester					Units		Hr/Wk		Units		Hr/Wk		
FALL					M		S		O		C		
					P		G		**Wk:				
ENGL 1001 1st yr Comp					15		3		3		3		
CHEM 2100					15		3		3		3		
ZOOL 2250/52 Anatomy					15		4		3		3		
COMM 2110 or 2000													
Grp Discuss. or Public					15		3		3		3		
Spkg													
<b>Total</b>					13		12		12		1		
					3		12		12		1		
					12		12		1		3		
					180		45						
Quarter/Semester					Total Units		Lecture		Lab		Total Hours		
SPRING					M		S		O		C		
					P		G		**Wk:				
ZOOL2230 Physiology					15		3		3		3		
ZOOL2232 Physio Lab					15		1				1		
MATH 1600 Stats					15		4		3		3		
CHEM 2110/2112					15		2		1		1		
<b>Total</b>					10		8		7		2		
					10		8		7		2		
					8		7		2		8		
					105		120						
Quarter/Semester					Total Units		Lecture		Lab		Total Hours		
SUMMER					M		S		O		C		
					P		G		**Wk:				
MBIO 2010/12					6		4		3		7.5		
Microbiology					6		3		3		7.5		
NURS 1040 Human					6		3		3		7.5		
Development					6		3		3		7.5		
SOCL 1010					6		3		3		7.5		
PSYC 2010					6		3		3		7.5		
					6				0		0		
					6				0		0		
<b>Total</b>					13		12		30		1		
					13		12		30		1		
					7.5		180		45				
					180		45						
* Number of weeks per semester / quarter													
** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank													
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears													

**TOTAL CURRICULUM PLAN**

EDP-P-05a (Rev. 07/01)

**Submit in duplicate**

Name of School: California State University, Stanislaus										Date Submitted: 1/24/2011													
Accelerated 2nd Degree Baccalaureate Program (ASBSN) in collaboration with CSUS																							
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree										<b>For BRN Office Use Only</b> <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved													
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: Summer 2011																		
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.										By: Date:													
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4										Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		*Wk: 1 hr = 60 minutes											
										Lecture		Lab		Total Hours									
Quarter/Semester										Total													
1st Semester										Units	Hr/Wk	Units	Hr/Wk	Lec	Lab								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 5%;">M</td> <td style="width: 5%;">S</td> <td style="width: 5%;">O</td> <td style="width: 5%;">C</td> <td style="width: 5%;">P</td> <td style="width: 5%;">G</td> <td style="width: 10%;">*Wk:</td> </tr> </table>											M	S	O	C	P	G	*Wk:						
	M	S	O	C	P	G	*Wk:																
NURS 3000/02 Health Assessment										6	3	2	5	1	7.5	30	45						
NURS 2820 Foundations of Clinical										6	3			3	22.5		135						
NURS 2860 Pharmacology in Nursing**										6	2	2	5			30							
<b>Total</b>										8	4	10	4	30	60	144							
Quarter/Semester																							
2nd Semester										Total Hours													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 5%;">M</td> <td style="width: 5%;">S</td> <td style="width: 5%;">O</td> <td style="width: 5%;">C</td> <td style="width: 5%;">P</td> <td style="width: 5%;">G</td> <td style="width: 10%;">*Wk:</td> </tr> </table>											M	S	O	C	P	G	*Wk:						
	M	S	O	C	P	G	*Wk:																
NURS 2900 Adult Health I										10	4	4	6		60								
NURS 2910 Adult Health I Clinical										10	3			3	13.5	135							
NURS 3700 Introduction to Nrsng. Research										10	3	3	4.5		45								
NURS 2800 Introduction to Nursing*** (see CRL)										10	2-3	2-3	3-4.5		30-45								
<b>Total</b>										12-13	9-10	13.5-15	3	13.5	135-150	135							
Quarter/Semester																							
3rd Semester										Total Hours													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 5%;">M</td> <td style="width: 5%;">S</td> <td style="width: 5%;">O</td> <td style="width: 5%;">C</td> <td style="width: 5%;">P</td> <td style="width: 5%;">G</td> <td style="width: 10%;">*Wk:</td> </tr> </table>											M	S	O	C	P	G	*Wk:						
	M	S	O	C	P	G	*Wk:																
NURS 3800 Pediatric Nrsng**										10	3	3	4.5		45								
NURS 3820 Reproductive Health										10	3	3	4.5		45								
NURS 3850 Maternal Child Clinical										10	3			3	13.5	135							
NURS 3600 Transcultural Nursing										10	3	3	4.5		45								
<b>Total</b>										12	9	13.5	3	13.5	135	135							

\*\* See attached chart for shared courses to be taken through SacState's ASBSNc program option.

\*\*\* Unit variation due to differences between CSU Stanislaus and Sacramento in number of units. See attached chart. 4.3a

**TOTAL CURRICULUM PLAN**

EDP-P-05a (Rev. 07/01)

**Submit in duplicate**

Name of School: California State University, Stanislaus												Date Submitted: 1/13/2011							
Accelerated 2nd Degree Baccalaureate Program (ASBSN) in collaboration with CSUS																			
Type of Program: <input type="checkbox"/> Entry Level Master <input checked="" type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree												<b>For BRN Office Use Only</b> <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved							
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor						Effective Date: Summer 2011													
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.												By: Date:							
Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4												Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		*Wk: 1 hr = 60 minutes					
												Total Units		Lecture Units Hr/Wk		Lab Units Hr/Wk		Total Hours Lec Lab	
Quarter/Semester 4th Semester																			
	M	S	O	C	P	G	*Wk:												
NURS 4800 Adult Health II**	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	3	3	4.5					45				
NURS 4810 Adult Health II Clinical	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	3				3	13.5				135		
NURS 3900 Mental Health Nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5					45				
NURS 3910 Mental Health Nursing Clinical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10	2				2	9				90		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
<b>Total</b>								11	6	9		6	22.5		90		225		
Quarter/Semester 5th Semester																		Total Hours	
	M	S	O	C	P	G	*Wk:												
NURS 4400 Community Health**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5					45				
NURS 4410 Community Health Practicum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3				3	13.5				135		
NURS 3320 Leadership & Mgmt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5					45				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
<b>Total</b>								9	6	9		3	13.5		90		135		
Quarter/Semester 6th Semester																		Total Hours	
	M	S	O	C	P	G	*Wk:												
NURS 4830 PL Practicum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	4				4	18				180		
NURS 4820 PL Seminar	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	10	2	2	3					30				
NURS 4010 Issues Facing the Profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	3	3	4.5					45				
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
<b>Total</b>								9	5	7.5		4	18		75		180		

\* Number of weeks per semester / quarter

\*\* See attached chart for shared courses to be taken athrough SacState's ASBSNc program option.



## Educational Requirements for a Public Health Nurse Certificate

Name of Nursing Program: California State University, Stanislaus Accelerated Second Bachelor's Degree Program  
in collaboration with CSU, Sacramento

Completed by: Margaret Hodge, Director      Date: January 15, 2011

California Code of Regulations Section 1491(4)(A)-(L), 1491(7) identify theoretical content and Section 1491(6)(A)-(C) clinical experiences required for a PHN Certificate.

Please list courses in which the required PHN content is covered.

<b>CCR 1491(4)(A) – (L): Required Theoretical Content</b>	<b>Course No. and Title</b>
A. Physical, mental, and developmental assessment: child and adult	NURS 3000 Physical Assessment NURS 1040 Human Development across the lifespan NURS 3850 Maternal Child Clinical
B. Surveillance and epidemiology: chronic and communicable diseases	NURS 4400 Community Health Nursing** NURS 4410 Community Health Nursing Practicum
C. Health promotion and disease prevention	NURS 4400 Community Health Nursing** N4410 Community Health Nursing Practicum
D. Multicultural nursing concepts	NURS 2800 Introduction to Nursing** NURS 3600 Transcultural Nursing
E. Research methodology and statistics	N3700 Nursing Research
F. Health teaching concepts and strategies	N4400 Community Health Nursing** N4410 Community Health Nursing Practicum
G. Population based practice: assessment and development of community collaboration at the level of systems, community and family/individual	NURS 4400 Community Health Nursing** NURS 4410 Community Health Nursing Practicum
H. Assessment of health needs of individuals and families, to include environment, and interventions across the lifespan	NURS 2900 Adult Health I NURS 4800 Adult Health II** NURS 3800 Pediatric Nursing** NURS 3820 Reproductive Health NURS 4400 Community Health Nursing**
I. Legal and health care financing issues	NURS 2800 Intro to Nursing** NURS 4010 Issues in the Profession NURS 4400 Community Health Nursing**
J. Family violence, e.g., child, adult, domestic, elder abuse, etc.	NURS 3800 Pediatric Nursing** NURS 4400 Community Health Nursing**
K. Case management/care coordination	NURS 4400 Community Health Nursing** NURS 4410 Community Health Nursing Practicum
L. Emergency preparedness and response	N4400 Community Health Nursing**
CCR 1491(7). Training in the prevention, early detection, intervention, California reporting requirements, and treatment of child neglect and abuse that shall be at least seven (7) hours in length...	NURS 4400 Community Health Nursing** NURS 3800 Pediatric Nursing**
<b>CCR Section 1491(6)(A)-(C): Supervised clinical experience must be:</b>	<b>Course(s)</b>
A. In public health settings with individuals, families, and community	NURS 4410 Community Health Practicum
B. Concurrent with or following acquisition of theoretical knowledge prescribed by the curriculum	NURS 4410 Community Health Practicum
C. A minimum of 90 hours (Total # Clinical Hours)	NURS 4410 Community Health Practicum

\*\*Courses to be taken through CSU, Sacramento's ASBSN option.



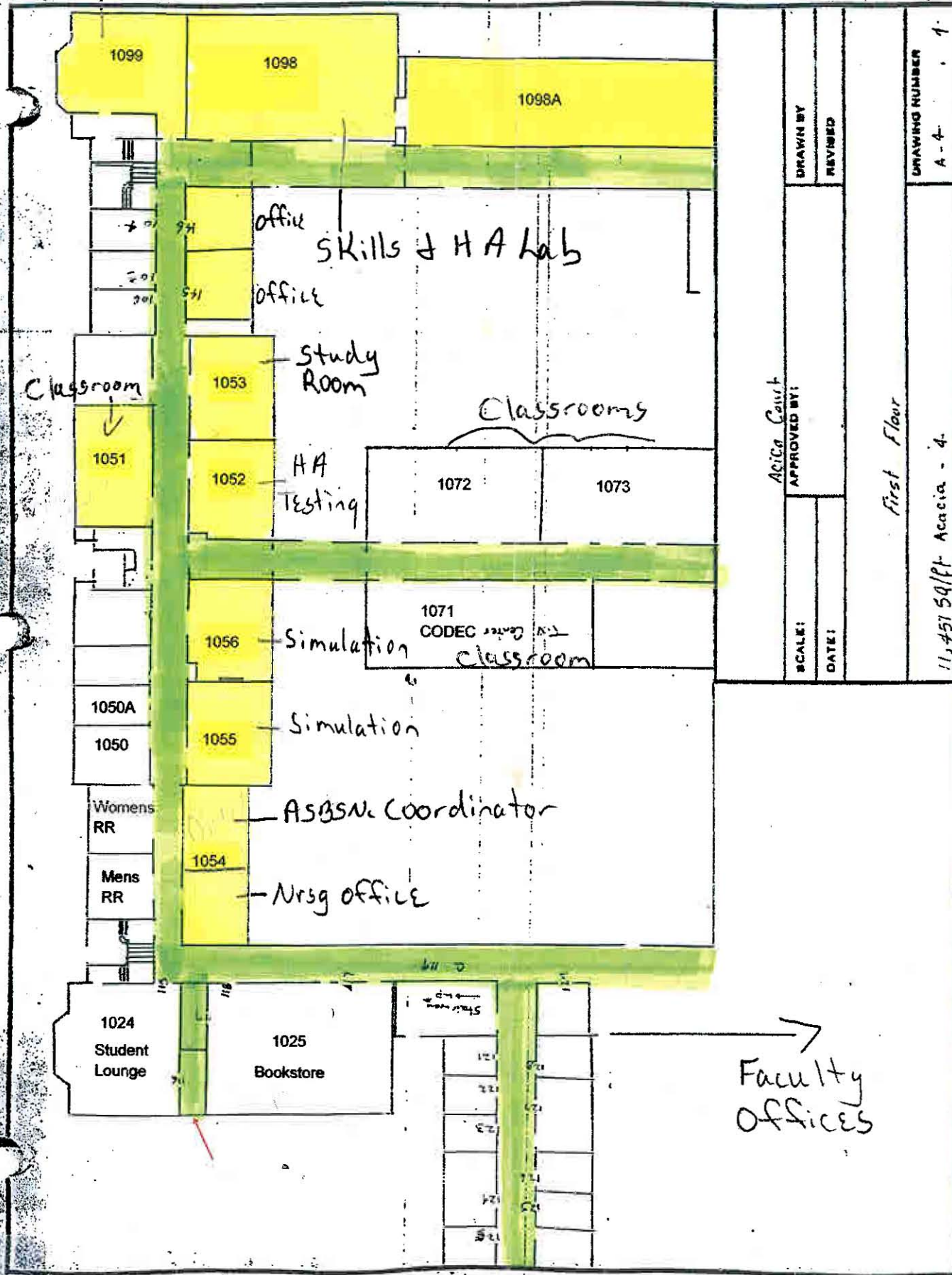
### CSU Stanislaus/Sacramento ASBSN Collaborative Curriculum

Semester	CSU, Sacramento	Units	Contract Education	CSU, Stanislaus	Units	Difference
Semester 1 (Six Weeks)	N15 Skills N16 Physical Assessment <b>N14 Pharm</b> <b>N11 Intro Nursing</b> <b>Total</b>	2 1 2 3 <b>8</b>	CCE at Sacramento CCE at Sacramento	N2820 Skills N3000 Health Assessment <b>N14 Pharmacology (Replaces N2860)**</b> <b>N11 Intro to Nrsng (Replaces N2800)**</b> <b>Total</b>	3 3 2 3 <b>11</b>	+1 for Stan
Semester 2 (10 Weeks)	<b>N2900 Adult Health I (Replaces N101)*</b> Nurs 102 Nurs Care of Adults Clinical <b>N 3700 Research (Replaces N150)*</b> Nurs 18 Professional Com Nurs 117 Gero <b>Total</b>	4 2 3 1 2 <b>12</b>	UEE at Stanislaus  UEE at Stanislaus	<b>N2900 Adult Health I</b> N2910 Adult Health I Clinical <b>N3700 Nursing Research</b>  <b>Total</b>	4 3 3  <b>10</b>	+1 for Sac  +1 for Sac
Semester 3 (10 Weeks)	<b>N3800 Reprod Health (Replaces N103)*</b> Nurs 104 Nurs Childbearing Family Clinical Nurs 105 Nurs Childbearing Family Skills <b>Nurs 106 Nurs Childrearing Family</b> Nurs 107 Nurs Childrearing Family Clinical Nurs 108 Nurs Childrearing Family Skills <b>Total</b>	3 2 1 3 2 1 <b>12</b>	UEE at Stanislaus  CCE at Sacramento	<b>N3800 Reproductive Health</b>  <b>N106 Childrearing Family (Replaces N 3800)**</b> N3850 Maternal Child Clinical N3600 Transcultural Nursing <b>Total</b>	3  3 3 3 <b>12</b>	
Semester 4 (10 Weeks)	<b>Nurs 121 Adv MS</b> Nurs 122 Adv MS Clinical <b>N3900 Mental Health (Replaces N109)*</b> Nurs 110 Mental Health Clinical <b>Total</b>	3 3 3 2 <b>11</b>	CCE at Sacramento  UEE at Stanislaus	<b>N121 Adv MS (Replaces N4800)**</b> N4810 Adult Health II Clinical <b>N3900 Mental Health</b> N3910 Mental Health Clinical <b>Total</b>	3 3 3 2 <b>11</b>	
Semester 5 (10 Weeks)	<b>Nurs 124 Com Health Nursing</b> Nurs 125 Com Health Nursing Clinical <b>N3320 L &amp; M (Replaces N143)*</b> <b>Total</b>	3 3 3 <b>9</b>	CCE at Sacramento  UEE at Stanislaus	<b>N124 Community Health (Replaces N4400)**</b> N4410 Community Health Practicum <b>N3320 Leadership &amp; Mgmt</b> <b>Total</b>	3 3 3 <b>9</b>	
Semester 6 (10 Weeks)	Nurs 145 CI Leadership & Prof Dev <b>Total</b>	6 <b>6</b>		N4010 Issues Facing the Prof. N4830 PL Practicum N4820 PL Seminar <b>Total</b>	3 4 2 <b>9</b>	
	<b>Total Units for Sacramento Curriculum</b> Total Units with Stanislaus Substitutions	<b>58</b> 60		<b>Total Units for Stanislaus Curriculum</b> Total Units with Sacramento Substitutions	<b>61</b> 62	<b>+1 Stan</b> <b>+2 for Sac</b>

\*Taken through UEE at Stanislaus

\*\*Taken through CCE at Sacramento

# Conference Room



Acacia Coast

DRAWN BY

REVISED

APPROVED BY:

SCALE:

DATE:

First Floor

DRAWING NUMBER

11,451 50/PT Acacia - 4

A-4

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**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM:** 9.3.1

**DATE:** March 10, 2011

**ACTION REQUESTED:** Continue Approval of National University Baccalaureate Degree Nursing Program - Extended Campus at Los Angeles.

**REQUESTED BY:** Leslie A. Moody, Nursing Education Consultant

**BACKGROUND:** National University implemented the baccalaureate degree nursing program at their San Diego campus with BRN approval in September 2005. In the summer of 2007, the program received approval to establish extended campuses in Los Angeles (LA) and Fresno to admit twenty students biannually at each location.

On August 11, 2010, a program visit was made to National University, Baccalaureate Degree Nursing Program – Fresno campus in response to concerns submitted by students to the BRN. The program was found to have 6 areas of Non-compliances and 3 Recommendations were made.

The program submitted a response with plan of correction on October 3, 2010, reflecting significant action had been taken in regards to faculty qualifications and resources for students (skills lab, tutoring, advising). Additional action was planned to address areas of faculty responsibility for curriculum, student participation, plan for evaluation and clinical performance evaluation.

The findings of the August visit to the Fresno campus and the program's response were reported to the Education Licensing Committee at the November 16, 2010 meeting and to the full Board at the November 17, 2010 meeting at which time the board deferred action to continue approval of National University Baccalaureate Degree Nursing program, directed that monitoring of the program's progress in implementing their plan of correction at the Fresno campus continue, that a visit be scheduled and conducted at the Los Angeles campus of the program, and that the program submit a progress report for the March, 2011 ELC meeting.

The NEC Documentation of Contact With Program that describes the visit to the Los Angeles campus is attached. Also attached is the progress report submitted by the program which describes a plan with actions implemented which correct all areas of Non-compliance and Recommendation stemming from visits to both the Fresno and Los Angeles campuses.

**NEXT STEPS:** Place on Board Agenda

**FINANCIAL IMPLICATIONS, IF ANY:** None

**PERSON TO CONTACT:** Leslie A. Moody, NEC  
(760) 369-3170



## **NEC DOCUMENTATION OF CONTACT WITH PROGRAM (INCLUDES COMMUNICATION RE: INTERIM VISIT)**

Program Name: National University, Baccalaureate Degree Nursing Program

Approval Status: Continuing Approval deferred relative to August 2010 visit to Fresno campus

Purpose of Visit: Determine compliance level of Los Angeles campus

Program Contact Date: December 16, 2010

Nursing Education Consultants: Leslie A. Moody and Miyo Minato

### Report of Visit

#### **BACKGROUND:**

National University implemented the baccalaureate degree nursing program at their San Diego campus with BRN approval in September 2005. In the summer of 2007, the program received approval to establish extended campuses in Los Angeles (LA) and Fresno to admit twenty students biannually at each location. In August of 2008, Dr. Linda Simunek was hired as Assistant Director of Nursing for the Los Angeles campus. The number of qualified students ready to begin was less than originally estimated - the first cohort was admitted to the LA campus in March 2009.

In November 2009, Dr. Simunek left and the school assigned Jocelyn Corrao, RN, MBA, as the interim assistant director for the LA campus. The school did not notify the BRN of this appointment thus did not obtain BRN approval. At that time, Ms. Corrao was the only full-time faculty at the LA campus. In April 2010, the school made Ms Corrao's assignment as assistant program director permanent, and two additional full-time faculty members were hired.

On August 11, 2010, a program visit was made to National University, Baccalaureate Degree Nursing Program – Fresno campus in response to concerns submitted by students to the BRN. The program was found to have 6 areas of Non-compliances and 3 Recommendations were made. These findings were discussed at length with Dr. Kracun, program director, Dr. Jayne Moore, assistant program director, and Dr. LaCourt, Regional Dean, at the summary exit meeting and were provided in writing to the school on September 9, 2010. The program submitted a response with plan of correction on October 3, 2010, reflecting significant action had been taken in regards to faculty qualifications and resources for students (skills lab, tutoring, advising). Additional action was planned to address areas of faculty responsibility for curriculum, student participation, plan for evaluation and clinical performance evaluation.

The findings of the August visit and the program's response were reported to the Education Licensing Committee at the November 16, 2010 meeting and to the full Board at the November 17, 2010 meeting at which time the board deferred action to continue approval of National University Baccalaureate Degree Nursing program, directed that monitoring of the program's progress in implementing their plan



of correction at the Fresno campus continue, that a visit be scheduled and conducted at the Los Angeles campus of the program, and that the program submit a progress report for the March, 2011 ELC meeting.

### **CURRENT SITUATION:**

Nursing Education Consultants (NEC) Leslie Moody and Miyo Minato conducted a visit to the National University, Los Angeles campus on December 16, 2010. Current enrollment at the campus totals 73 students: 15 in Cohort 1 (graduation 12/2010); 19 in cohort 2 (graduation 8/2011); 20 in Cohort 3 (graduation 2/2012); 19 in Cohort 4 (graduation 8/2012). There are currently 26 faculty assigned to the LA campus: 3 full-time, one of which has been serving as the assistant program director; 23 part-time. Meetings were held with the program administration, faculty and students, and a tour was made of the physical plant. Findings of concern at this campus of the program were similar to those at the Fresno campus regarding faculty qualifications and assignments, faculty responsibility for the curriculum, student participation and program evaluation. Additional areas of concern identified are clerical/administrative support for the program and student requests for additional physical library resources.

Mary Kracun, PhD, RN is the Chair and director of the program but will be leaving that position effective January 3, 2011 at which time Dr. Mary McHugh will assume the position of program director. Ms Jocelyn Corrao is currently assigned as the LA campus assistant program director.

In discussions with Dr. Kracun, Dr. McHugh and Ms Jocelyn Corrao, it was identified that the nursing program administration and faculty have one administrative/clerical staff person that is shared with the school's health sciences division (for the San Diego, LA and Fresno sites), resulting in very little dedicated time to serve the nursing program's main campus and two satellite campuses. This one support staff is located at the main San Diego campus which is a barrier to provision of support to students and faculty at the extended campus sites in Los Angeles and Fresno. There is inadequate clerical/administrative support staff for the program to allow the director and assistant directors to perform their duties of program oversight and delivery.

The faculty roster of qualifications and assignments was reviewed. It was found that the faculty member currently assigned as the assistant program director was not approved by the BRN and does not meet the qualifications to serve in this designation. Of the 26 total faculty members, 11 faculty (2 full-time and 9 part-time) had been teaching courses for which they did not meet the qualifications requirements. The program director advises that the school has authorized hiring of additional faculty. Existing full-time faculty are inadequate in numbers and qualifications to effectively deliver the program.

A tour of the physical plant revealed adequate classroom, lab and office space to accommodate the needs of the program. Students are provided wi-fi access in all locations in the building and have a lounge area that offers space for study and interaction. The school has plans underway to begin construction on new office spaces for nursing program administration and faculty, and two additional lab spaces for simulation. This is planned to be completed by the end of February.

Twenty-six students attended the meeting with NECs. The students expressed overall satisfaction with clinical experiences, online library resources, computer lab and printing access, and faculty accessibility for support and academic problem-solving. They expressed dissatisfaction with the lack of open access skills lab time, lack of access to print resource material, lack of congruency between lecture materials and test items, lack of preparedness of some faculty, frequent last-minute changes of course meeting times, occasional lack of service from the campus' financial aid staff. Students relate they are not invited to participate in program meetings and do not have the opportunity to give input into program

evaluation other than completing and submitting individual written course evaluations, and have no mechanism or opportunity to contribute to program or curriculum revision decisions.

Two faculty, one full-time and one part-time attended the scheduled meeting with NECs. They related that faculty generally did not have input into curriculum development, review or revision. Part-time faculty are not invited to faculty meetings. Full-time faculty attend two general meetings each year that are overall university gatherings and are not specifically focused on nursing program needs. Faculty are not provided program evaluation data for review and consideration as a step in program evaluation. There is no organized orientation for new faculty and there has been no faculty participation in regular meetings with clinical partners, making clinical placement assignments difficult. Faculty report there are often disconnects between theory and the associated clinical experience due to lack of coordination between the faculty. Part-time faculty are not compensated for time spent on course prep, student counseling, orientation or meetings which affects their willingness to participate and impacts the continuity of content delivery and coordination. Faculty additionally relate that there is no open lab skills time resulting in students being ill-prepared for clinical experiences. Students must make a special one-on-one appointment if they wish to access the lab for skills practice.

### **CONCLUSIONS:**

Similar to the findings of non-compliance at the August visit to the Fresno campus of this San-Diego based program, the program is not in compliance with the following:

- Section 1424(b) The registered nurse assistant director shall meet the education requirements set forth in subsections (b)(1)
  - o The assigned assistant program director does not meet the qualifications
- Section 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment including technology to achieve the program's objectives.
  - o Print library resources are not available to meet student needs.
  - o Students do not have adequate access to the skills lab to practice skills.
  - o There is inadequate administrative/clerical support for the program's administration and faculty support needs.
  - o There are inadequate faculty resources to provide for effective coordination and delivery of the program.
- Section 1425. All faculty, the director, and the assistant director shall be approved by the board pursuant to the document "Faculty Qualifications and Changes Explanation of CCR 1425."
  - o Faculty have been assigned to teach courses and to the role of assistant program director without meeting the qualifications or obtaining the approval of the board.
- Section 1425.1(A) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.
  - o Faculty do not have responsibility for planning and implementing curriculum content.
- Section 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.
  - o Faculty do not receive an orientation.
- Section 1428. Students shall be provided opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to: (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum, instruction, and evaluation of the various aspects of the program including clinical facilities.
  - o Students are not invited to faculty meetings and do not have an established venue of participation in program review.

These areas of concern were reviewed with the program director. NECs advised that these issues need to be resolved without delay and a progress report reflecting complete implementation of all corrective actions for the program at all locations should be submitted no later than January 31, 2011.



Mary L. McHugh, PhD, RN  
Director, Department of Nursing  
National University

Report to the California Board of Registered Nursing  
January 31, 2011

In visits to National's Fresno campus on December 8, 2010 and the LA Campus on December 8, 2011, the BRN Consultants found six (6) deficiencies in the National Nursing Program. There were deficiencies in resources, number and type of faculty, faculty qualifications, faculty responsibilities, student participation, and clinical performance evaluation. This report addresses the deficiencies identified by the BRN Consultants and the steps that have been taken since Dr. Mary McHugh assumed the role of Director of Nursing at National University on November 30, 2010.

### ***DEFICIENCY 1***

#### **Section 1424(d) – Resources**

The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment to achieve the program's objectives.

#### **Finding:**

The program lacks sufficient resources for students to achieve program objectives, including qualified faculty for the required five content areas, support services such as open lab hours with assigned faculty time, remediation and tutorial assistance, staff, and lab supplies/equipment.

#### **Actions Taken:**

##### **Faculty:**

Fresno Campus. Two additional faculty and one Nursing Lab Director positions have been added to the Fresno Campus. Ms. Jennifer Holt has been employed and will teach a variety of courses and serve as lead faculty for the obstetric courses. Interviews have been conducted for a full time psychiatric nursing faculty member and a full time lab director. Mr. John Allieu is being actively considered for the psychiatric nursing faculty position, and will be offered the position if approved by the BRN. Ms. Rachel Napoli has been offered and accepted the Lab Director position.. The paperwork for her hire is in progress at this time. Fresno full time faculty now include:

Jayne Moore: Assistant Director, Community Health

Mark Stevens: Medical Surgical Instructor

Jennifer Holt: Obstetrics Instructor

Donna Small: Pediatrics Instructor

Pending:

John Allieu: Psychiatric/Mental Health Instructor—will remediate in geriatric nursing if BRN approved for Psych.

Rachel Napoli: Lab Director (has accepted the position and will spend a month remediating in Med-Surg and geriatric nursing, then will submit request for BRN approval).

Note: Two additional nursing faculty at Fresno, Bryan Tune and Terrance Burrows are preparing for a new Nurse Anesthetist program and are assisting with student remediation and instruction at the Fresno campus until that program opens.

LA Campus. Two additional faculty and a Lab Director position have been approved for the LA campus. Additionally, Ms. Margaret Johnston has accepted the position of Assistant Director for the LA campus.

LA Campus Full Time Faculty:

Margaret Johnston: Assistant Director, Instructor, Medical-Surgical and Geriatric Nursing

Jocelyn Corrao: Assistant Instructor, Medical Surgical Nursing

Dr. Edna Domingo: Obstetric Nursing

Linda Takvorian: Community Health Nursing

Interviewing: Pediatrics

Interviewing: Psych/Mental Health

*Summary: A total of 7 new positions have been approved for the Department of Nursing: 3 positions are at the Fresno Campus and 4 are at the LA campus. The Director of Nursing is conducting an analysis of faculty needs with specific attention to the possibility that permanent faculty may be needed to teach clinical courses.*

**Staff Support Positions:** Two additional full time Administrative Assistant positions have been approved, one for the Fresno campus and one for the LA campus. Two full time temporary Administrative Assistants have been hired so that the needed positions would be covered until July 1<sup>st</sup> when the new FY 2011-2012 budget period starts and the positions will be converted to full time permanent positions. Finally, the Department of Nursing was granted one full time Staff Support position. This position is filled by Ms. Carol Landry who provides direct support to the Director of Nursing, and supervises all nursing department staff support positions. The department uses a matrix management model such that the Administrative Assistants formally report to Carol Landry, but directly support the campus director, faculty and students on a day to day basis. At this time, all campuses have two full time administrative assistants to provide direct support to the faculty and students. Carol Landry reports to the Director of Nursing. Finally, the School of Health and Human Services has a full time Administrative Assistant, Jane Campuspos, who provides additional support to the Director of Nursing and to each of the campus nursing sites.

Summary: A total of 3 new staff support positions have been approved for the Department of nursing. One supports the Director and while housed at the Kearny Mesa campus with the Director of Nursing, Carol Landry spends two days per month at each of the other campuses. One additional Administrative Assistant has been hired for the LA campus and another for the Fresno campus.



### **Physical Space**

Physical space for faculty offices and conference rooms has been a problem. After the BRN visit at the Fresno campus, major renovation was initiated in existing unused space to allow for additional faculty office space and conference room space.

For the Fresno office, the renovation will provide the following additional spaces for the Nursing program:

Nursing Faculty Offices:

- 1.) Two enclosed offices in Room 126.
- 2.) Seven faculty cubicles; five in Room 126 and two in Room 119. Two of the cubicles will be set up to provide space to adjunct faculty.
- 3.) Two staff cubicles; one in Room 126 and one in Room 123.

Conference/Meeting Rooms:

- 1.) One additional formal conference room (Room 121) with seating for 12 and available daytime and evening hours. (This conference room, as well as the existing conference room may be reserved for private faculty-student conversations).
- 2.) Twelve classrooms that can also be reserved by adjunct faculty to use as meeting/conference rooms during the daytime hours before 5:00pm. (After 5:00 pm, these classrooms will be reserved for evening classes in the non-nursing programs, none of which have day classes).

A similar renovation is underway at the LA campus, and additional faculty offices and an additional conference room will serve the needs of the nursing faculty.

### **Library Resources**

National University makes heavy use of online library resources including a very large number of online full text journals and books. Prospective students are informed that most of their library resources will be online in the pre-application Forums all prospective applicants are required to attend. In addition, this information is provided at the new student orientation sessions.

The new Nursing Director has negotiated additional librarian contact with students, especially in the first six months of their program. All orientation sessions for newly admitted students will include a training session by one of the reference librarians on how to use nursing and medical resources in the online library. In addition, the nursing reference librarians will visit each nursing campus at least quarterly and will have monthly video conferences for students to ask questions and get assistance with their literature searching skills. Finally, the new Director is working with the lead faculty in the first courses taught in the nursing curriculum to add a library search assignment so as to assess each student's library search skills. Students with problems will be scheduled to spend time with the reference librarian via video conference immediately, and again during the librarian's next visit to their campus.

After meeting extensively with students and with the Reference Librarian responsible for supporting nursing, Ann Marie Secord, I have come to understand that the very extensive library holdings that support nursing are viewed as adequate by the students. However, the students at Fresno and LA are concerned that it takes too long to get the physical books from San Diego to

Los Angeles. It turns out that there has been a system problem in getting the book to the student once it has been delivered to the Fresno or LA campus. Additionally, there has been a problem in providing the education necessary for students to fully employ their library resources.

This section of the report will provide detailed information on National's library holdings relevant to nursing and then will address the steps being taken to rectify the Fresno and LA students' problems with library materials access.

The National University Library Provides online access to the following databases that support nursing education:

<b>Full Text Databases that Support Nursing</b>	<b>Notes</b>
<b>EBSCO:</b> Academic Search Premier AgeLine Alt-Health Watch AMED (Alternative Medicine) CINAHL Plus with full text (included online access to over 300 books) Health Source (consumer & academic editions) Library, Information Science & Technology Abstracts Professional Development Collection PsycARTICLES PsycINFO Psychology and Behavioral Sciences Collection SocINDEX with full text SportDiscus	EBSCO provides one of the largest collections of scholarly journals for the fields surrounding health and human services. Its strengths are education, nursing, psychology, and sociology. The field of informatics is well covered.
<b>ProQuest:</b> Digital Dissertations PQ Research Library PQ Biology Journals PQ Health & Medical Complete PQ Nursing & Allied Health Source	PQ Research Library is a multi-disciplinary collection and includes databases that focus on the health sciences.
<b>Gale:</b> Academic OneFile Computer Database Health and Wellness Resource Center Nursing Resource Center	Academic OneFile expands multi disciplinary access; Health and Wellness Resource Center is an excellent resource for beginning health science students; Computer Database fills the need for health informatics.

<b>JSTOR</b>	Provides collection archives of core research journals.
<b>Medline</b>	Life sciences and biomedical bibliographic information from the National Library of Medicine.
<b>NLM Gateway (includes PubMed)</b>	Links to additional health resources through the National Library of Medicine
<b>Ovid Nursing Full Text Plus</b>	Exclusive combination of 43 premier journals from Lippincott Williams & Wilkins plus the nursing subset of MEDLINE
<b>Web of Science</b>	Provides in-depth science resources
----Other Collections----	
<b>Cochrane Library</b>	Contains the Cochrane Database of Systematic Reviews and five other databases of reviews, controlled trials, health technology assessment, and economic evaluation
<b>LWW Journal Package</b>	Expands full text coverage of key nursing journals.
<b>Science Direct</b>	Provides full text to scholarly journals not included in other databases.

In addition, education journals are available through the ERIC database. While most generic BSN students will make limited use of the ERIC database, some will find it useful as they investigate teaching-learning principles for their patient teaching activities.

To get an idea of the wealth of journal resources these databases provide, Appendix A provides a resources list compiled by the Librarians who support nursing at National. Just in nursing our library provides full text online access to 387 nursing journals. The list in Appendix A provides information about the key content areas in National's library that support nursing. Please note that listings with a number in parentheses are hyperlinks which open a list of the full-text online journals available in that content area.

The journals provided which relate directly to human health, nursing, medicine and therapies include 8,148 full text journals. Additionally, the bottom of Appendix A lists another 2,233 full text journals with content that may be of interest for some special projects nursing students might pursue.

A summary of National's library holdings is presented in the following table:

**Library Collection Totals (10-1-2010)**

Print Books	211,315
E-Books	134,962
Print Periodicals	1,528
E-Journals (incl. 300+ journalism, communication, and mass media titles)	33,239
Video Recordings (incl. 6,079 streaming titles)	16,251

Thus it can be seen that National University has invested heavily in library resources, and that hundreds of thousands of journals, books, and media resources are available online or in print to National's nursing students. The online resources are instantly available to any National student, anywhere they have access to the Internet. As an Informatics Nurse, this Director has been amazed and delighted at the wealth of nursing resources available through the online library. In my first few searches, I found very few journal articles that I could not access directly online, and those were all 8 years old or older. (Many old journal issues have not been put online because the lifespan of a journal article is considered to be only 5 to 8 years).

Print holdings are also extensive. While the main repository of print holdings is at the San Diego Spectrum campus, the library will deliver any print resource to any campus within 48 hours. Anything the library does not have it will try to obtain through interlibrary loan, and that service is free to students. At every other University this Director has worked at, students had to pay for Interlibrary Loan. It should be noted that when I have ordered materials through Interlibrary loan at other Universities, the quickest I have received them was two weeks. It is not unusual for it to take up to a month to obtain materials through Interlibrary loan. Neither National nor any other University has full control of Interlibrary loan access speed. It requires a librarian at another library to search for the requested material at his/her convenience, and the material may not be immediately available (even though it is listed in their holdings, it may be lost or checked out). If checked out, the material will not be scanned and sent until returned to the library.

However, students at both LA and Fresno have expressed concern that the books they order from the San Diego repository take too long to arrive. Clearly, this complaint indicates a problem with the 48 hour delivery window. What I found in my investigation was that when the materials are delivered to the LA or Fresno campus, there is no formal system for getting the books rapidly to the student that ordered the materials. I also found another problem upon interview with faculty, librarians and students. While students are required to take a course that is supposed to teach them how to use the online library, that particular course does not teach the special skills needed for a nursing literature search. Students are also instructed in their first nursing course to avail

themselves of some online tutorials that teach them the specifics of literature searching in the health literature. Unfortunately, there has been no follow-up to ensure that students have completed the tutorials and have acquired the online literature search skills we expect of our students. These findings mean that students are not always finding relevant materials that would benefit them.

**Actions Taken:**

1. I have formed a task force that includes the Nursing Director, the Nursing Reference Librarian, faculty at the LA and Fresno campuses, and we are seeking one or more students to join the task force. The task force has the following objectives: A) Develop a consistent, effective system for ensuring that when a student orders a book that the student is notified within one hour of delivery to the student's campus of the arrival of the book and where to retrieve it. B) Develop a method to ensure that students have the requisite literature searching skills by the end of their first term in nursing.
2. The Nursing Reference Librarian visits every campus every three months and is available via phone and email every day to assist students with literature searches and questions about availability of resources and any other question the students may have. However, students do not often take advantage of the services of the librarian when she visits, and overall their use of the librarian may not be optimal. Therefore, methods to increase student use of the librarian when she is on their campuses has been added as a focus of the task force.
3. Reference Librarians will schedule additional visits to the Fresno and LA campuses over the next 6 months to provide on-site teaching to nursing students so that all learn the requisite skills in searching the health literature.
4. The Director of Nursing visits every campus every month, and will regularly speak to the students about their access to library materials and any problems they encounter with obtaining desired materials.
5. The Director of Nursing has begun discussions with the Dean of COLS (the school in which the library orientation course is taught). We are investigating the possibility of having a special library orientation course that focuses on developing good skills in searching the health related databases. This will be a curriculum change and therefore will be part of the curriculum revision the faculty is working on right now (we anticipate bringing a curriculum revision proposal before the BRN in June or July).
6. Students at the Fresno and LA campus will be scheduled to attend free classes on searching the health databases over the next four months. The goal is to make sure all National Nursing students have good online literature search skills. This is doubly important because as libraries move toward all online materials and away from print media, the success of lifelong learning will become increasingly dependent upon the nurse's skill in conducting an online literature search.

***DEFICIENCY 2***

**Section 1424(h) – Number and Type of Faculty**



The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing listed in Section 1426 who shall be responsible for the educational program in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.

**Finding:**

There is insufficient type and number of faculty to develop and implement the program approved by the board, and to achieve program objectives.

**Actions Taken:**

The absolute number of faculty have been increased, and new hires have focused on having at least one, full time lead instructor for each of the five specialty areas except geriatric nursing which is integrated into other courses.

All faculty (both full time and part time) who will teach Health Assessment, Fundamentals, Med-Surg Nursing or Psych-Mental Health nursing, and who are not yet approved for Geriatric Nursing, are remediating in Geriatric Nursing. The National University lead faculty for the Geriatric Nursing remediation effort is Mr. Patrick Mowry who is approved in Geriatric Nursing and has overall responsibility for Geriatric Nursing content in the curriculum. All faculty who require remediation have a plan for remediation, and will have their remediation completed by March 1, 2011. Geriatric Nursing: At this time, Jayne Moore, Mark Stevens, and Donna Small are working with local nursing home staff on their precepted geriatric nursing remediation at Fresno.

The following faculty are currently are working with Patrick Mowrey on their Geriatric remediation:

Linda Shepard, Julia Azurin, Adrian Han, Arlene Barongon, Realene Brooks, Dee Armstrong, Donna Small, Mark , Frank Allieu, Sherri Woody, Loralie Woods, Nicole Bohanon, Virtud Oloan, Chandra Barragan, Rich Gurien, Mary Kracun, Charles Gentzsch, Michelle Goldbach, Dotti Cordell, Marcy Sagerian, Melodie Daniels, Marcia Smith, Paula Johnson, and Patrice Daniels.

Additional faculty will be added to this list as identified.

### ***DEFICIENCY 3***

**Section 1425(d) – Faculty Qualifications**

An instructor shall meet the following requirements: 1) Those set forth in subsections (b)(1) and (b)(4) above; and (2) Completion of at least one year's experience teaching courses related to nursing or a course which includes practice in teaching nursing.

**Finding:**

Director did not obtain prior faculty approval per the Board regulations and guidelines and used unqualified faculty to teach in nursing courses.

**Actions:**

The new Director fully understands the Regulations concerning faculty and the necessary approvals required in the State of California to teach the five regulated content areas (i.e. Med-Surg, Children, Obstetrics, Psych/Mental Health, and Geriatric Nursing). The regulations have been explained verbally and in writing to all Assistant Directors, and the Director has given orders that henceforth, all theory and clinical faculty assigned to teach clinical courses will have the proper BRN approvals. The primary problem has been that many of the faculty teaching the courses into which Geriatric Nursing has been integrated had no BRN approval for Geriatric Nursing. To rectify this problem, the Director has notified all Assistant Directors that any faculty teaching any of the following courses (whether theory or clinical courses) are to obtain BRN approval to teach geriatric nursing: Health Assessment, Nursing Fundamentals, Medical-Surgical Nursing, and Psychiatric/Mental Health Nursing. The Director of Nursing at National University has directed that all faculty teaching these courses must immediately begin their remediation in Geriatric Nursing. As noted above, the National University Lead Faculty person for this remediation effort is Mr. Patrick Mowry. The directive orders that the remediations be completed prior to teaching any of the listed courses, and for those scheduled to teach one of the courses after February, at latest, by March 1<sup>st</sup>. Faculty have been informed that their continued employment at National is dependent upon them obtaining the requisite approval.

To facilitate this massive remediation effort, the Dean of the School of Health and Human Services has approved payment of \$300 per day to all part time nursing faculty for the days needed to pursue this remediation. Full time faculty are expected to complete their remediation as part of their regular employment duties.

#### ***DEFICIENCY 4***

##### **Section 1425.1(a) Faculty Responsibilities**

Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.

##### **Finding:**

Faculty members at the Fresno campus do not assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.

##### **Actions Taken:**

All faculty at all California campuses are now fully responsible for designing and implementing the BSN curriculum. The two key interventions designed to more fully involve all faculty in all aspects of the instruction role are: The addition of lead faculty for each of the regulated content areas at each campus. This change will provide a point person at each campus for teaching the clinical courses, and the Assistant Director will be responsible for ensuring full faculty participation in all parts of the curriculum and instruction. The second intervention is a change in the expectation for full faculty participation in curriculum planning and implementation. The third intervention is creation of a full day orientation program for all new faculty, including part time (adjunct) faculty. The orientation will ensure that all faculty are informed of their responsibilities for instruction, student evaluation (including midterm and final evaluations of students in clinical courses), and in planning and implementation of the curriculum. A two day curriculum retreat was held in San Diego and all full time faculty not actively teaching courses participated. In addition,

all adjunct faculty were invited to attend and will be provided with the minutes and asked to respond to the recommended changes.

Course evaluations are completed online at National. Dr. McHugh has directed that the campus Assistant Directors personally ensure that all students are provided with the course evaluations at the end of the course. The Director will regularly review the course evaluations and findings will be transmitted to the instructor. Implications for change will be reviewed with the campus Assistant Director and the course instructor.

### ***DEFICIENCY 5***

#### **Section 1428(a) – Student participation**

Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to: (1) Philosophy and objectives; (2) Clinical facilities; (3) Learning experience; and (4) Curriculum, instruction evaluation of the various aspects of the program.

#### **Finding:**

Students are not provided the opportunity to participate with the faculty in the identification of policies and procedures related to students, including philosophy and objectives, clinical facilities, learning experience, and curriculum, instruction and evaluation of the various aspects of the program.

#### **Actions:**

Student representatives now attend all faculty meetings. Six students attended and actively participated in the curriculum retreat, and were voting members. Changes were made to the Mission Statement, Program Objectives, and to the philosophy of the program. Students participated in all these discussions and voted on the final proposals for changes to these components. A variety of curriculum changes were proposed by the students, and are included in the curriculum revision planned for submission to the BRN in June. The students requested that the Pharmacology course be given after the first Med-Surg course because they experienced too little understanding of disease processes to gain a good understanding of the concepts when the course was taught prior to any clinical courses. They also wanted the Pharmacology course spread out over a much longer time frame. As a result, the new curriculum plan has been proposed that will offer a two part pharmacology course, the first being given after Med-Surg I and the second after that. This will spread the formal pharmacology courses over 16 weeks and two terms.

Additionally, students wanted a final Med-Surg course added so that the last term would allow them to refocus on Medical-Surgical nursing. At present, the propose course will offer 90 hours of clinical and 12 hours of seminar in Med-Surg topics, with a Quality Improvement capstone project as part of the clinical experience. The students offered valuable insights and suggestions throughout the entire retreat, and a new faculty governance structure is in development that will include student representatives on all faculty committees.

The Director and Assistant Directors are now working on a revision of the faculty governance structure. Once a draft is prepared, the faculty will review and make changes to the proposal as

they wish. The new structure will be approved by the faculty to take forward to the School, and to the BRN.

### ***DEFICIENCY 6***

#### **Section 1428(c) - Clinical Performance Evaluation**

Tools used to evaluate students' progress and performance and clinical learning experiences shall be stated in measurable terms directly related to course objectives.

##### **Finding:**

Faculty failed to follow the clinical evaluation policy and did not consistently provide clinical performance evaluation to students at mid-term and final periods.

##### **Actions Taken:**

I have instructed my Assistant Directors to verify completion of the midterm and final clinical evaluations on students in all clinical courses (this task may be delegated). The Director and Assistant Director (if delegation of data collection occurs) are to be notified immediately if any clinical instructor does not submit the evaluations on the midterm day or no later than the end of the midterm week. Both the Director of the program, and the site Assistant Director carry accountability for ensuring this critical evaluation is written and provided to the student. Therefore, having both of us notified of any instructor whose evaluations are missing will ensure that the instructor is notified that the evaluations must be submitted.

#### **RECOMMENDATIONS:**

##### **Section 1424(b)(1) – Plan for evaluation**

The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.

##### **Recommendation:**

Implement the total program evaluation plan that includes, but is not limited to the following:

- continuing to collect data through surveys, such as course evaluations;
- developing a systematic method to review, analyze, and share data, involving all faculty;
- making program changes based on review of data and input by faculty and students.

##### **Actions Taken:**

The new faculty orientation specifically addresses the requirement that course evaluations are required by the evaluation plan.

The Director and Assistant Directors are reviewing the evaluation plan and will make recommendations to the faculty about improving the system for formal program evaluation. The Director will carry primary responsibility for having evaluations reviewed, analyzed, and including reports on the evaluation summaries in the monthly faculty meetings. The faculty committees will all include student representatives.

**Section 1424(c) – Relationships, lines of authority and channels of communication**

There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication with the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.

**Recommendation:**

Ensure that students and faculty are knowledgeable of who the director and assistant director are and their roles in delivery of the program

Ensure that students have clear information regarding accessing program director and assistant director to address their concerns.

**Actions Taken:**

The new Director has visited each campus and met with students. She has been introduced to the students as the program director and has talked with the students about their concerns. The director's National email address and cell phone number have been provided to the students who attended the meetings with the Director, and emails and some phone calls from students have been received. A new set of organizational charts is under construction. When complete, these will be laminated and posted on the student web site and on the faculty Wiki.

**Section 1428(b) – Student grievances**

The program shall have a procedure for resolving student grievances.

**Recommendation**

Ensure that students are provided with the information related to the chain of communication and how to access the appropriate person.

**Actions Taken:**

The Director has specified the grievance procedure to students at meetings on the various campuses. In addition, students who are unclear about the procedure or who believe the procedure is not effective in their case have been invited to directly contact the Director. This invitation has resulted in several contacts with students, and in one case the Director met personally with a student who requested the meeting, and the Director worked directly with the student to resolve the problem to the student's satisfaction.

Plan for future students: New students will in their orientation be specifically informed of the grievance procedure and where to find it in the Student Handbook. The Student Handbook will be revised and put online in the Student Access section of the National University Intranet.



## APPENDIX A

### NATIONAL LIBRARY HOLDINGS THAT SUPPORT NURSING

#### Full Text Online Nursing Journals

- [Nursing \(387\)](#)

#### Subject Headings in Health & Biological Sciences *(number of journals full text online)*

- [Diet & Clinical Nutrition \(179\)](#)
- Human Anatomy & Physiology
  - [Anatomy \(23\)](#)
  - [Animal Biochemistry \(174\)](#)
  - [Neuroscience \(221\)](#)
  - [Physiology \(310\)](#)
- Medicine
  - [Alternative Medicine \(89\)](#)
  - [Cardiovascular Diseases \(222\)](#)
  - [Clinical Endocrinology \(93\)](#)
  - [Clinical Immunology \(127\)](#)
  - [Connective Tissue Diseases \(1\)](#)
  - [Dermatology \(66\)](#)
  - [Diseases by Body Region \(14\)](#)
  - [Emergency Medicine \(61\)](#)
  - [Gastroenterology \(106\)](#)
  - [Geriatrics \(91\)](#)
  - [Gynecology & Obstetrics \(175\)](#)
  - [Hematologic Diseases \(74\)](#)
  - [History of Medicine \(36\)](#)
  - [Industrial Medicine \(48\)](#)
  - [Infectious Diseases \(82\)](#)
  - [Internal Medicine \(88\)](#)
  - [Medical & Biomedical Informatics \(39\)](#)
  - [Medical Education \(31\)](#)
  - [Medical Ethics & Philosophy \(50\)](#)
  - [Medical Professional Practice \(46\)](#)
  - [Medical Research \(106\)](#)
  - [Medical Technology \(25\)](#)
  - [Medicine - General \(721\)](#)
  - [Metabolic & Nutritional Diseases \(23\)](#)
  - [Military & Naval Medicine \(8\)](#)
  - [Musculoskeletal System Diseases \(63\)](#)
  - [Neurology \(334\)](#)
  - [Oncology \(251\)](#)
  - [Ophthalmology & Optometry \(103\)](#)

- [Otorhinolaryngology \(58\)](#)
- [Palliative Care \(18\)](#)
- [Pathology \(194\)](#)
- [Pediatrics \(258\)](#)
- [Radiology, MRI, Ultrasonography & Medical Physics \(163\)](#)
- [Respiratory System Diseases \(52\)](#)
- [Sports Medicine \(48\)](#)
- [Transportation Medicine & Physiology \(4\)](#)
- [Tropical & Arctic Medicine \(18\)](#)
- [Urology & Nephrology \(103\)](#)
- [Occupational Therapy & Rehabilitation \(63\)](#)
- [Pharmacy, Therapeutics, & Pharmacology \(440\)](#)
- [Physical Therapy \(65\)](#)
- Psychiatry
  - [Clinical Psychology \(63\)](#)
  - [Psychiatric Disorders, Individual \(119\)](#)
  - [Psychiatry - General \(119\)](#)
  - [Psychoanalysis \(16\)](#)
  - [Psychopharmacotherapy \(4\)](#)
  - [Psychosomatic Medicine \(6\)](#)
  - [Psychotherapy \(156\)](#)
  - [Sexual Problems \(4\)](#)
  - [Substance Abuse Disorders \(54\)](#)
- Public Health
  - [Adolescent & Adult Public Health \(2\)](#)
  - [Aged Public Health \(3\)](#)
  - [Communicable Diseases \(64\)](#)
  - [Emergency Medical Services \(16\)](#)
  - [Environmental Health \(34\)](#)
  - [Epidemiology & Epidemics \(49\)](#)
  - [Ethnic Minorities & Public Health \(8\)](#)
  - [Foodborne Diseases \(4\)](#)
  - [Gender Specific Public Health \(48\)](#)
  - [Government Health Agencies, U.S. \(17\)](#)
  - [Home Health Care Services \(7\)](#)
  - [Hospitals & Medical Centers \(154\)](#)
  - [Legal & Forensic Medicine \(65\)](#)
  - [Long-Term Care Facilities \(13\)](#)
  - [Medical Care Plans \(21\)](#)
  - [Medical Economics \(37\)](#)
  - [Medical Geography \(8\)](#)
  - [Medical Statistics \(33\)](#)
  - [Mental Illness Prevention \(53\)](#)
  - [Public Health - General \(384\)](#)
  - [Regulation of Health Care \(7\)](#)
  - [Social Medicine \(43\)](#)

- [Toxicology & Public Health \(71\)](#)
  - [Transmission of Disease \(5\)](#)
  - [War & Public Health \(3\)](#)
  - [World Health \(56\)](#)
- [Surgery & Anesthesiology](#)
  - [Anesthesiology \(49\)](#)
  - [Plastic Surgery \(17\)](#)
  - [Prosthesis & Artificial Organs \(6\)](#)
  - [Surgery - General and By Type \(327\)](#)
  - [Transplantation of Organs & Tissues \(22\)](#)
  - [Wounds & Injuries \(30\)](#)

The journals provided, which all relate directly to human health, nursing, medicine and therapies include 8,148 full text journals. Additionally, the bottom of Appendix A lists another 2,233 full text journals with content that may be of interest for some special projects nursing students might pursue.

- [Veterinary Medicine \(115\)](#)
- [Zoology](#)
  - [Animal Anatomy & Embryology \(28\)](#)
  - [Animal Behavior \(53\)](#)
  - [Animal Geography \(32\)](#)
  - [Invertebrates & Protozoa \(149\)](#)
  - [Vertebrates \(254\)](#)
  - [Zoology - General \(119\)](#)
- [Biology](#)
  - [Biology - General \(440\)](#)
  - [Biophysics \(112\)](#)
  - [Cytology \(145\)](#)
  - [Economic Biology \(2\)](#)
  - [Evolution \(38\)](#)
  - [Genetics \(196\)](#)
  - [Microbiology & Immunology \(258\)](#)
  - [Microscopy \(20\)](#)
- [Biomedical Engineering \(98\)](#)
- [Dentistry](#)
  - [Dentistry - General \(131\)](#)
  - [Operative & Restorative Dentistry - Adult \(4\)](#)
  - [Oral Surgery \(17\)](#)
  - [Orthodontics \(13\)](#)
  - [Periodontics & Periodontal Prosthesis \(2\)](#)
  - [Prosthodontics \(6\)](#)
  - [TMJ Diseases \(1\)](#)

## **APPENDIX B**

### **FACULTY ORIENTATION PROGRAM**

#### **Policy**

All newly hired full time and part time faculty at National University shall have a formal orientation prior to assumption of any duties (immediately upon hire). The content of the orientation shall include (but is not limited to) the content identified in the New Nursing Faculty Orientation Program

Created 1-10-2011

Review Deadline: 1-10-2012



## NATIONAL UNIVERSITY NEW NURSING FACULTY ORIENTATION PROGRAM

### Morning Session

1. 8:00 – 8:05 Welcome and introductions
2. 8:05 – 8:40 Faculty Manual and governance structure at National
  - a. Mission and Philosophy of National University
  - b. Mission and Philosophy of the Department of Nursing
  - c. BSN Program Objectives
  - d. Faculty Policies
  - e. Shared governance structure at national
3. 8:40 – 10:30 Orientation to course teaching structure at National: Explanation of the BSN curriculum; pre-requisites, general education courses, nursing courses
  - a. Curriculum structure: general education requirements, nursing pre-requisites, nursing courses
  - b. Syllabus and Course Outline
  - c. Course Leads and course faculty roles and responsibilities
  - a. Grading policies: Evaluation of student performance
    1. Classroom: Rubrics, tests and exams
    2. Clinical supervision and evaluation
  - d. Test development strategies and techniques
  - e. Evaluation of student learning outcomes
4. 10:30 – 10:45 Break
5. 10:45 – 12:30 Instruction at National
  - a. Classroom instruction strategies and techniques
  - b. e-College, CurricuNet, SOAR, and other programs, etc.,
  - c. student advisement,
  - d. how to obtain desk copies of texts,
  - e. what changes can and cannot be made in a course by the individual instructor
  - f. Clinical instruction: teaching strategies and techniques, instructor responsibilities, clinical evaluation of students, midterm evaluation of student clinical performance, final evaluation.
  - g. Clinical supervision: Expectations of the clinical instructor, expectations of students in clinical courses (clinical policies and procedures)
  - h. Coordination between the theory course and the associated clinical
  - i. Evaluation of Clinical Facilities
    - I. Congruence between patient problems and theory course content (inc. adequate numbers of patients)
    - II. Staff nurse support of student learning
    - III. Overall quality of clinical learning experience at facility
6. 12:30 – 1:30 Lunch (provided on-site)



7. 1:00 – 2:00 Student and Peer Evaluation of Courses
  - a. End of term student course evaluations
  - b. Peer evaluation of courses
8. 2:00 – 3:00 Student Handbook—Policies governing student conduct:
  - a. General policies
  - b. Classroom policies
  - c. Clinical policies
  - d. Other policies
9. 3:00 – 4:00 General information
  - a. Meetings and meeting schedules
  - b. Americans With Disabilities Act: requirements for compliance
  - c. Family Educational Rights and Privacy Act (FERPA) requirements
10. 4:00 – 4:30 Wrap-up.

11 . Clinical Facility Orientation: All faculty must attend the faculty orientation at the clinical facility in which they teach clinical courses. This is both a Department of Nursing requirement, and a facility requirement of all hospitals. If the facility is not a hospital and has no such requirement, the faculty member will be required by National University Department of Nursing to spend a day at the facility orienting himself or herself to the facility, its policies and procedures, and location of patients, resources, etc.



**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM:** 9.4  
**DATE:** March 10, 2011

**ACTION REQUESTED:** Memorandums of understanding for California approved registered nursing programs in partnership with out-of-state online registered nursing programs

**REQUESTED BY:** Carol Mackay, MN, RN  
Nursing Education Consultant

**BACKGROUND:**

The purpose of placing this item on the Education Licensing Committee agenda is to review: the history of these partnerships; the BRN legal authority for approving a partnership; the requirements for a partnership; and, the continuation of these partnerships in California.

**History**

The impetus behind these partnerships was the requests from out-of-state pre-licensure registered nursing programs that had students enrolled in their online programs who were living in California. These programs were interested in these students doing their required clinical nursing courses in their local communities.

In conjunction with this, the partnership model provided a mechanism for out-of-state nursing programs that did include clinical requirements/courses for its pre-licensure registered nursing program, to meet the California BRN requirements.

In 2006, the BRN approved the first partnership in California between Sonoma State University and Indiana State University. This partnership continues to operate today.

The second partnership in the San Diego and Glendale areas between the University of Oklahoma and San Diego State University is currently being phased-out. The last University of Oklahoma student cohort is scheduled to graduate from the Glendale area in May 2011. Currently, efforts are under way by two new programs to replicate this partnership.

Both of these out-of-state partnerships were BRN approved. BRN legal counsel provided input throughout the process. Details related to each partnership are documented in the Education Licensing Committee and BRN meeting minutes and packets.

## **Legal Authority**

The California Board of Registered Nursing lacks jurisdictional authority to approve out-of-state prelicensure registered nursing programs.

Further, Section 2729 (a) of the California Nursing Practice Act states: *Nursing services may be rendered by a student when these services are incidental to the course of study of one of the following: A student enrolled in a board-approved prelicensure program or school of nursing.*

Based on the foregoing information, an out-of-state online prelicensure nursing program seeking clinical placements for its students in California was advised to establish a partnership (through a written agreement - Memorandum of Understanding) with a California BRN approved pre-licensure registered nursing program.

## **Partnership Requirements**

There are multiple assumptions and requirements related to the Partnership - Memorandum of Understanding (MOU).

Pursuant to the MOU, the out-of-state students are permitted to take the out-of-state nursing program's clinical courses in California. These students are graduates of the out-of-state nursing program, and take the licensing exam as out-of-state graduates.

The out-of-state nursing program is held to the same standard as California nursing programs.

The following list describes the key requirements of the MOU with details of the role and responsibilities of the two academic institutions.

- 1) Both academic institutions are required to meet all applicable State and Federal laws and regulations, as well as health care facility requirements.
- 2) Both academic institutions are required to have Board of Nursing approval from their respective states, as well as comparable regional accreditation and accreditation by a nationwide professional nursing education organization. All approvals and accreditations must be in good standing.
- 3) The California BRN approved pre-licensure nursing program must obtain and maintain clinical facility agreements that meet CCR Section 1427 on behalf of the out-of-state partner.
- 4) The MOU must identify the mechanism that will be used to implement the partnership between the two academic institutions, for example contract education.
- 5) Only qualified students, as described in the MOU, will be placed in clinical facilities. These students

will successfully complete evaluation of clinical skill sets in a clinical nursing laboratory prior to application in the clinical setting.

6) The MOU must provide the projected enrollments for the out-of-state nursing program. The out-of-state nursing students will not displace any existing relationship with any other nursing program as a result of this program.

7) The MOU describes the clinical courses and the instructional model to be used in the clinical area.

8) The out-of-state clinical courses using a traditional instructional model are required to establish faculty to student ratios consistent with CCR Section 1424 (k), not to exceed a maximum ratio of faculty member per 10 students.

9) The out-of-state clinical faculty members must: have an active, clear, current, California RN license; hold a master's degree or higher in nursing or related field; and meet BRN requirements for instructor-CCR Section 1425 (d).

10) An out-of-state preceptorship will meet California BRN Preceptor Guidelines incorporated into CCR effective October 21, 2010. All clinical preceptors used by the out-of-state nursing program will have California RN licenses in good standing and meet the BRN requirements for assistant instructors-CCR Section 1425 (e).

11) The out-of-state nursing program will provide a Clinical Education Director in California. The CED will have a California RN license in good standing and meet the BRN requirements for instructor-CCR Section 1425 (d)). The CED's responsibilities are further described in the MOU.

12) The MOU describes the California BRN's authority with respect to the academic partnership, specifically: initial and ongoing approval of the partnership; approval of enrollment projections; monitoring and reporting requirements; and, the ability to terminate a partnership.

### **Clinical Facility Agreements**

1) The written agreement between the BRN approved nursing program and California-based health care facility must identify the academic partnership, and specify the out-of-state student population who will be placed at the facility pursuant to the agreement.

2) The written agreement must identify the ongoing responsibility of the BRN approved nursing program, as well as the responsibilities/delegated activities of the out-of-state nursing program.

3) The written agreement must meet CCR Section 1427 (c).

4) In addition to the Clinical Facility Approval Forms, each facility used by the partnership must: provide information on the current utilization of the facility by other nursing programs; and, provide a

grid demonstrating placement of the out-of-state nursing students by term through implementation of all clinical nursing courses without displacement of existing nursing programs.

### **Next Steps**

At this time, the BRN Partnership Model is being presented to the Board for two purposes to:

- Review of the legal authority for the Partnership Model in California, and
- To determine continuation of the Out-of-State Nursing Program Partnerships.

**NEXT STEP:** None

**FINANCIAL  
IMPLICATIONS,  
IF ANY:** None

**PERSON TO CONTACT:** Carol Mackay, NEC  
(760) 583-7844





**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM:** 9.5

**DATE:** March 10, 2011

**ACTION REQUESTED:** Accreditation of Prelicensure Nursing Programs Update

**REQUESTED BY:** Leslie A. Moody, RN, MSN, MAEd  
Nursing Education Consultant

**BACKGROUND:**

At their February, 2011 meeting, the Board endorsed the Education/Licensing Committee's recommendation of scheduling four public forums at different locations (Sacramento, Fresno, Los Angeles, San Diego) to receive stakeholder input regarding the proposal to require regional accreditation for schools that provide or affiliate with a prelicensure registered nursing program.

Scheduling of public forums is in process. When scheduling has been completed for all four locations, a public notice will be disseminated and also posted on the BRN website.

**NEXT STEPS:** Update the full Board at the next meeting.

**FINANCIAL IMPLICATIONS, IF ANY:** None

**PERSON TO CONTACT:** Leslie A. Moody, RN, MSN, MAEd  
Nursing Education Consultant  
(760) 369-3170



**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM:** 9.6

**DATE:** March 10, 2011

**ACTION REQUESTED:** 2009-2010 Regional Annual School Reports

**REQUESTED BY:** Julie Campbell-Warnock  
Research Program Specialist

**BACKGROUND:**

The Regional Annual School Reports present the historical analyses of nursing program data from the 2000-2001 BRN Annual School Survey through the 2009-2010 survey for the nine economic regions in California. Each region has a separate report. All data are presented in aggregate form, and describe the overall trends in these regions over the specified periods. The data items addressed include the numbers of nursing programs, enrollments, completions, retention rates, student and faculty census information, simulation centers and student access to clinical sites and experiences.

The nine regions include: (1) Northern California, (2) Northern Sacramento Valley, (3) Greater Sacramento, (4) Bay Area, (5) San Joaquin Valley, (7) Central Coast, (8) Southern California I (Los Angeles and Ventura Counties), (9) Southern California II (Orange, Riverside, and San Bernardino Counties), and (10) Southern Border Region. Counties within each region are detailed in the corresponding report. The Central Sierra (Region 6) does not have any nursing programs and was, therefore, not included in the analyses.

The San Francisco Bay Area Report (Region 4) is attached as a sample. Final reports will be made available to the public on the BRN website.

**NEXT STEPS:** Provide to the full Board and post final reports on the BRN website.

**FINANCIAL IMPLICATIONS, IF ANY:** None

**PERSON TO CONTACT:** Julie Campbell-Warnock  
Research Program Specialist  
(916) 574-7681

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# **California Board of Registered Nursing**

## **2009-2010 Annual School Report**

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Data Summary and Historical Trend Analysis

A Presentation of Pre-Licensure Nursing Education Programs in California

### **Bay Area**

February 15, 2011

Prepared by:  
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Dennis Keane, MPH  
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## INTRODUCTION

Each year, the California Board of Registered Nursing (BRN) requires all pre-licensure registered nursing programs in California to complete a survey detailing statistics of their programs, students and faculty. The survey collects data from August 1 through July 31. Information gathered from these surveys is compiled into a database and used to analyze trends in nursing education.

The BRN commissioned the University of California, San Francisco (UCSF) to conduct a historical analysis of data collected from the 2000-2001 survey through the 2009-2010 survey. In this report, we present ten years of historical data from the BRN Annual School Survey. Data analyses were conducted statewide and for nine economic regions<sup>1</sup> in California, with a separate report for each region. All reports are available on the BRN website (<http://www.rn.ca.gov/>).

This report presents data from the 10-county Bay Area. Counties in the region include Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, and Sonoma. All data are presented in aggregate form and describe overall trends in the areas and over the times specified and, therefore, may not be applicable to individual nursing education programs. Additional data from the past ten years of the BRN Annual School Survey are available in an interactive database on the BRN website.

Data collected for the first time on 2009-2010 survey are identified by the symbol (‡). The reliability of these new data will be reviewed and considered for continued inclusion in future surveys.

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<sup>1</sup> The nine regions include: (1) Northern California, (2) Northern Sacramento Valley, (3) Greater Sacramento, (4) Bay Area, (5) San Joaquin Valley, (7) Central Coast, (8) Southern California I (Los Angeles and Ventura counties), (9) Southern California II (Orange, Riverside, and San Bernardino counties), and (10) Southern Border Region. Counties within each region are detailed in the corresponding regional report. The Central Sierra (Region 6) does not have any nursing education programs and was, therefore, not included in the analyses.



## DATA SUMMARY AND HISTORICAL TREND ANALYSES

This analysis presents pre-licensure program data from the 2009-2010 BRN Annual School Survey in comparison with data from previous years of the survey. Data items addressed include the number of nursing programs, enrollments, completions, retention rates, student and faculty census data, the use of clinical simulation by nursing programs, and clinical space and practice restrictions.

### Trends in Pre-Licensure Nursing Programs

#### *Number of Nursing Programs*

There are 30 nursing programs in the Bay Area that lead to RN licensure. Of these programs, 18 are ADN programs, 7 are BSN programs, and 5 are ELM programs. The majority (76.7%) of pre-licensure nursing programs in the Bay Area are public. There were no new programs in the region in the last year.

#### Number of Nursing Programs

	<i>Academic Year</i>									
	<i>2000-2001</i>	<i>2001-2002</i>	<i>2002-2003</i>	<i>2003-2004</i>	<i>2004-2005</i>	<i>2005-2006</i>	<i>2006-2007</i>	<i>2007-2008</i>	<i>2008-2009</i>	<i>2009-2010</i>
<b>Total # Nursing Programs</b>	<b>27</b>	<b>27</b>	<b>27</b>	<b>27</b>	<b>28</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>30</b>	<b>30</b>
ADN Programs	16	16	16	16	16	16	17	18	18	18
BSN Programs	7	7	7	7	7	7	7	7	7	7
ELM Programs	4	4	4	4	5	5	5	5	5	5
Public Programs	21	21	21	21	22	22	22	23	23	23
Private Programs	6	6	6	6	6	6	7	7	7	7

#### *Admission Spaces and New Student Enrollments*

Admission spaces available for new student enrollments declined in 2009-2010 by 14.4% (n=361) over the previous year, reversing the upward trend that had been consistent since 2000-2001. These spaces were filled with a total of 2,640 students, which also represents an 8.1% (n=234) decline in new student enrollment over the previous year. Pre-licensure nursing programs in the Bay Area continue to enroll more students than there are spaces available. The most frequently reported reason for doing so was to account for attrition.<sup>‡</sup>

#### Availability and Utilization of Admission Spaces

	<i>Academic Year</i>									
	<i>2000-2001</i>	<i>2001-2002</i>	<i>2002-2003</i>	<i>2003-2004</i>	<i>2004-2005</i>	<i>2005-2006</i>	<i>2006-2007</i>	<i>2007-2008</i>	<i>2008-2009</i>	<i>2009-2010</i>
Spaces Available	1,683	1,659	1,806	1,869	2,060	2,193	2,319	2,368	2,513	2,152
New Student Enrollments	1,436	1,524	1,776	1,894	2,091	2,250	2,521	2,752	2,874	2,640
% Spaces Filled	85.3%	91.9%	98.3%	101.3%	101.5%	102.6%	108.7%	116.2%	114.4%	122.7%

<sup>‡</sup> Data were collected for the first time in the 2009-2010 survey.

Bay Area nursing programs receive more applications requesting entrance into their programs than can be accommodated. Although there was a small decline in the number of qualified applications in 2009-2010 over the previous year (n=100), the total has been fairly consistent over the past three years. However, because the number of new student enrollments declined in 2009-2010 compared to 2008-2009, the share of qualified applications that were not accepted for admission to a Bay Area nursing education program increased to 65.0% (n=4,894).

#### Applications Accepted and Not Accepted for Admission\*

	<i>Academic Year</i>									
	<i>2000-2001</i>	<i>2001-2002</i>	<i>2002-2003</i>	<i>2003-2004</i>	<i>2004-2005</i>	<i>2005-2006</i>	<i>2006-2007</i>	<i>2007-2008</i>	<i>2008-2009</i>	<i>2009-2010</i>
<b>Qualified Applications</b>	<b>2,681</b>	<b>2,578</b>	<b>4,015</b>	<b>4,567</b>	<b>5,445</b>	<b>6,623</b>	<b>8,070</b>	<b>7,582</b>	<b>7,634</b>	<b>7,534</b>
<i>Accepted</i>	1,436	1,524	1,776	1,894	2,091	2,250	2,521	2,752	2,874	2,640
<i>Not Accepted</i>	1,245	1,054	2,239	2,673	3,354	4,373	5,549	4,830	4,760	4,894
<b>% Qualified Applications Not Accepted</b>	<b>46.4%</b>	<b>40.9%</b>	<b>55.8%</b>	<b>58.5%</b>	<b>61.6%</b>	<b>66.0%</b>	<b>68.8%</b>	<b>63.7%</b>	<b>62.4%</b>	<b>65.0%</b>

\*Since these data represent applications rather than individuals, an increase in qualified applications may not represent equal growth in the number of individuals applying to nursing school.

The overall decrease in new student enrollments in 2009-2010 was the result of declining enrollments in both ADN and BSN programs compared with the previous year. In contrast, new student enrollments in ELM programs increased very slightly. The decline in enrollments was also concentrated in the Bay Area's public nursing education programs.

#### New Student Enrollment by Program Type

	<i>Academic Year</i>									
	<i>2000-2001</i>	<i>2001-2002</i>	<i>2002-2003</i>	<i>2003-2004</i>	<i>2004-2005</i>	<i>2005-2006</i>	<i>2006-2007</i>	<i>2007-2008</i>	<i>2008-2009</i>	<i>2009-2010</i>
<b>New Student Enrollment</b>	<b>1,436</b>	<b>1,524</b>	<b>1,776</b>	<b>1,894</b>	<b>2,091</b>	<b>2,250</b>	<b>2,521</b>	<b>2,752</b>	<b>2,874</b>	<b>2,640</b>
ADN	745	781	882	961	1,039	1,113	1,332	1,378	1,426	1,313
BSN	531	556	686	672	777	846	872	1,043	1,173	1,031
ELM	160	187	208	261	275	291	317	331	275	296
Private	314	347	428	560	592	664	764	900	1,042	1,037
Public	1,122	1,177	1,348	1,334	1,499	1,586	1,757	1,852	1,832	1,603

#### Student Completions

The upward trend since 2000-2001 in student completions among nursing programs in the Bay Area continued in 2009-2010, increasing 4.5% (n=105) over the previous year. Of the 2,424 students that completed a nursing program in the Bay Area in 2009-2010, 47.4% (n=1,148) of them completed an ADN program, 40.6% (n=986) completed a BSN program, and 12.0% (n=290) completed an ELM program.

### Student Completions

	Academic Year									
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Student Completions</b>	<b>1,135</b>	<b>1,238</b>	<b>1,305</b>	<b>1,423</b>	<b>1,595</b>	<b>1,752</b>	<b>1,788</b>	<b>2,193</b>	<b>2,319</b>	<b>2,424</b>
ADN	642	659	703	787	821	903	863	993	1,055	1,148
BSN	391	453	443	474	569	639	697	973	979	986
ELM	102	126	159	162	205	210	228	227	285	290

### Retention Rate

Of the 2,165 students scheduled to complete a nursing program in the 2009-2010 academic year, 79.3% (n=1,717) completed the program on-time, 7.1% (n=153) are still enrolled in the program, and 13.6% (n=295) dropped out or were disqualified from the program. The retention rate has remained around 80% for the past five years.

### Student Cohort Completion and Retention Data

	Academic Year									
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
<b>Students Scheduled to Complete the Program</b>	<b>2,098</b>	<b>1,690</b>	<b>2,025</b>	<b>1,824</b>	<b>2,023</b>	<b>1,781</b>	<b>1,965</b>	<b>2,205</b>	<b>2,293</b>	<b>2,165</b>
Completed On Time	1,504	1,205	1,599	1,455	1,496	1,427	1,591	1,746	1,827	1,717
Still Enrolled	273	259	146	132	120	101	137	153	158	153
Attrition	321	226	280	237	407	253	237	306	308	295
Completed Late <sup>‡</sup>										97
<b>Retention Rate*</b>	71.7%	71.3%	79.0%	79.8%	73.9%	80.1%	81.0%	79.2%	79.7%	79.3%
<b>Attrition Rate</b>	15.3%	13.4%	13.8%	13.0%	20.1%	14.2%	12.1%	13.9%	13.4%	13.6%
<b>% Still Enrolled</b>	13.0%	15.3%	7.2%	7.2%	5.9%	5.7%	7.0%	6.9%	6.9%	7.1%

\*Retention rate = (students who completed the program on-time) / (students scheduled to complete the program)

From 2008-2009 to 2009-2010, attrition rates declined by 1.7% in BSN programs and held steady in ELM programs, while rates in ADN programs increased very slightly. ELM and BSN programs have lower attrition rates compared with ADN programs. 2009-2010 attrition rates in private nursing programs increased very slightly over last year, while rates at public programs held constant.

<sup>‡</sup> Data were collected for the first time in the 2009-2010 survey. These completions are not included in the calculation of either the retention or attrition rates.

**Attrition Rates by Program Type**

<b>Program Type</b>	<b>Academic Year</b>									
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
ADN	21.5%	17.1%	20.8%	14.4%	24.3%	18.9%	17.0%	21.0%	17.8%	18.4%
BSN	11.2%	13.7%	10.0%	13.0%	15.2%	10.5%	6.5%	6.3%	8.9%	7.2%
ELM	3.3%	1.2%	2.4%	5.4%	16.3%	5.0%	8.8%	5.5%	7.1%	7.2%
Private	11.3%	6.6%	7.6%	4.8%	19.2%	12.3%	9.6%	6.1%	10.2%	10.8%
Public	17.0%	17.8%	18.0%	16.2%	20.5%	15.0%	13.1%	17.2%	14.9%	14.7%

There has been fluctuation in the retention and attrition rates over the ten-year period documented in the above tables. There were changes to the survey between 2003-2004 and 2004-2005, and between 2004-2005 and 2005-2006 that may have affected the comparability of these data over time.

*Student Census Data*

On October 15, 2010 there was a total of 5,504 students enrolled in Bay Area nursing programs. This number has increased dramatically since 2001, but has stabilized over the past three years.

**Student Census Data\***

<b>Program Type</b>	<b>Year</b>									
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
ADN Program	1,359	1,376	1,660	1,661	1,885	1,621	1,935	2,208	2,176	2,072
BSN Program	1,660	1,523	1,927	1,971	2,251	2,431	2,179	2,556	2,790	2,890
ELM Program	190	148	338	487	472	422	586	601	592	542
<b>Total Nursing Students</b>	<b>3,209</b>	<b>3,047</b>	<b>3,925</b>	<b>4,119</b>	<b>4,608</b>	<b>4,474</b>	<b>4,700</b>	<b>5,365</b>	<b>5,558</b>	<b>5,504</b>

\*Census data represent the number of students on October 15<sup>th</sup> of the given year. Blank cells indicated that the applicable information was not requested in the given year.

*Clinical Simulation in Nursing Education*

All (100%) of the Bay Area schools with pre-licensure nursing programs reported using clinical simulation<sup>2</sup> (n=26) in 2009-2010, which is the same as in the previous year. Most schools that use clinical simulation centers reported using these facilities to standardize clinical experiences and to provide clinical experience not available in a clinical setting. Only 2 of the 26 schools (7.7%) using a clinical simulation center reported doing so as a means to increase capacity in their nursing programs. Of the 26 schools that used clinical simulation in 2009-2010, 65.4% (n=17) plan to expand their use of clinical simulation.

<sup>2</sup> Clinical simulation provides a simulated real-time nursing care experience using clinical scenarios and low to high fidelity mannequins, which allow students to integrate, apply, and refine specific skills and abilities that are based on theoretical concepts and scientific knowledge. It may include videotaping, de-briefing and dialogue as part of the learning process.

<b>Reasons for Using a Clinical Simulation Center*</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
To standardize clinical experiences	88.9%	76.9%	84.6%
To provide clinical experience not available in a clinical setting	88.9%	76.9%	80.8%
To check clinical competencies	55.6%	53.8%	76.9%
To make up for clinical experiences	44.4%	38.5%	46.2%
To increase capacity in your nursing program	22.2%	11.5%	7.7%
Number of schools that use a clinical simulation center	18	26	26

\*These data were collected for the first time in 2006-2007. However, changes in these questions for the 2007-2008 administration of the survey and lack of confidence in the reliability of the 2006-2007 data prevent comparability of the data. Therefore, data from previous years of the survey are not shown.

### *Clinical Space & Clinical Practice Restrictions<sup>‡</sup>*

More than one-half (63.3%, n=19) of the pre-licensure nursing programs in the Bay Area reported being denied access to 60 clinical placement sites in 2009-2010 that had been available during the 2008-2009 academic year, affecting a total of 788 students. Overall, the most frequently reported reasons for why programs were denied clinical space were competition for space arising from an increase in the number of nursing students in the region, and being displaced by another program. However, there are differences in reasons reported by program type. For example 58.3% of ADN programs reported the site was no longer accepting ADN students. BSN and ELM programs more often reported staff nurse overload as a reason, and 75% of BSN programs reported a decrease in patient census as a reason.

<b>Reasons for Clinical Space Being Unavailable</b>	<b>Program Type</b>			
	<b>ADN</b>	<b>BSN</b>	<b>ELM</b>	<b>Total</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Competition for Clinical Space due to Increase in Number of Nursing Students in Region	66.6%	100%	100%	79.0%
Displaced by Another Program	50.0%	75.0%	100%	63.2%
Staff Nurse Overload	33.3%	100%	66.7%	52.6%
Clinical Facility Seeking Magnet Status	50.0%	50.0%	33.3%	47.4%
Decrease in Patient Census	33.3%	75.0%	0.0%	36.8%
Nursing Residency Programs	33.3%	25.0%	33.3%	31.6%
No Longer Accepting ADN Students	58.3%	0.0%	0.0%	36.8%
Other	16.7%	0.0%	0.0%	10.5%
Number of programs	12	4	3	19

<sup>‡</sup> Data were collected for the first time in the 2009-2010 survey.

The majority of nursing schools in the Bay Area, 84.5% (n=22) reported that pre-licensure students in their programs had encountered restrictions to clinical practice imposed on them by clinical facilities. The most common types of restricted access students faced were to the clinical site itself, due to a visit from the Joint Commission or another accrediting agency, bar coding medication administration, and access to electronic medical records. Schools reported that it was uncommon to have students face restrictions on direct communication with health care team members, access to glucometers, or access to IV medication administration.

Type of Restricted Access	Percentage of Schools (%)					# Schools
	Very Uncommon	Uncommon	Common	Very Common	N/A	
Bar coding medication administration	0.0%	27.3%	40.9%	27.3%	4.5%	22
Electronic Medical Records	4.5%	22.8%	31.8%	36.4%	4.5%	22
Glucometers	0.0%	55.0%	20.0%	25.0%	0.0%	20
Automated medical supply cabinets	13.6%	27.3%	18.2%	36.4%	4.5%	22
IV medication administration	10.0%	45.0%	25.0%	15.0%	5.0%	20
Clinical site due to visit from accrediting agency (Joint Commission)	0.0%	23.8%	28.6%	47.6%	0.0%	21
Direct communication with health team	19.1%	57.1%	4.8%	14.2%	4.8%	21
Alternative setting due to liability	14.3%	38.1%	9.5%	14.3%	23.8%	21

### *Faculty Census Data*

The total number of nursing faculty in the Bay Area increased by 4.7% (n=39) over the last year, due to an increase in the number of part-time faculty members. On October 15, 2010, there were 875 total nursing faculty. Of these faculty, 36.5% (n=319) were full-time and 63.5% (n=556) were part-time.

Although Bay Area nursing schools continue to report a need for faculty, there were fewer reported vacancies this year. On October 15, 2009, there were 26 vacant faculty positions in the Bay Area. These vacancies represent a 2.9% faculty vacancy rate, a full percentage point lower by comparison with the previous year.

### **Faculty Census Data<sup>1</sup>**

	Year									
	2001	2002	2003	2004	2005 <sup>2</sup>	2006*	2007*	2008	2009	2010
<b>Total Faculty</b>	<b>475</b>	<b>506</b>	<b>533</b>	<b>579</b>	<b>623</b>	<b>652</b>	<b>802</b>	<b>855</b>	<b>836</b>	<b>875</b>
Full-time	240	252	260	240	190	237	334	333	321	319
Part-time	235	254	273	339	201	415	466	522	515	556
<b>Vacancy Rate**</b>		<b>3.6%</b>	<b>5.8%</b>	<b>3.5%</b>	<b>5.5%</b>	<b>10.7%</b>	<b>4.8%</b>	<b>3.5%</b>	<b>3.9%</b>	<b>2.9%</b>
Vacancies		19	33	21	36	78	40	31	34	26

\* The sum of full- and part-time faculty did not equal the total faculty reported in these years.

\*\*Vacancy rate = number of vacancies/(total faculty + number of vacancies)

1 - Census data represent the number of faculty on October 15<sup>th</sup> of the given year.

2 - Faculty vacancies were estimated based on the vacant FTEs reported.



## *Summary*

Over the past decade, the number of new students enrolled in Bay Area pre-licensure nursing programs has grown by 84% (n=1,204). However, after eight years of continued new student enrollment growth, 2009-2010 was the first year to see a decline. Similarly, between 2000-2001 and 2008-2009, admission spaces grew by 49.3% (n=830), but available spaces declined by 14.4% (n=361) in 2009-2010 over the previous year. Bay Area nursing programs continue to receive more qualified applications than can be accommodated, even though the number of qualified applications to these programs continues to decrease from a high of 8,070 applications in 2006-2007.

Bay Area nursing programs continue to produce a growing number of RN graduates. The total number of graduates in the region has more than doubled since 2000-2001, from 1,135 graduates in 2000-2001 to 2,424 graduates in 2009-2010. However, just as new student enrollment growth has slowed in recent years, the growth in program completions has also slowed. Retention rates in Bay Area nursing programs have remained around 80% since 2005-2006 and attrition rates have remained around 13% since 2007-2008. If the rate of enrollment growth continues to stabilize or decline and attrition remains at current levels, the number of graduates from Bay Area nursing programs will also stabilize or decline in the next few years.

All of the 26 Bay Area schools with pre-licensure nursing programs reported using clinical simulation in 2009-2010. The importance of clinical simulation is underscored by data collected for the first time in the 2009-2010 survey, which show that 63% of programs (n=19) were denied access to clinical placement sites that were previously available to them. In addition, 85% of schools (n=22) reported that their students had faced restrictions to specific types of clinical practice or to the clinical site itself during the 2009-2010 academic year.

Expansion in RN education has required nursing programs to hire more faculty members to teach the growing number of students. The total number of faculty has increased 84.0% (n=400) since 2001, and the faculty vacancy rate among Bay Area nursing schools in 2009-2010 was the lowest it's been in the past decade. The data suggest that the need for new faculty is being met primarily through the hiring of part-time faculty members.

## **APPENDIX A – Bay Area Nursing Education Programs**

### **ADN Programs**

Cabrillo College  
Chabot College  
City College of San Francisco  
College of Marin  
College of San Mateo  
Contra Costa College  
De Anza College  
Evergreen Valley College  
Gavilan College  
Los Medanos College  
Merritt College  
Mission College  
Napa Valley College  
Ohlone College  
Pacific Union College  
Santa Rosa Junior College  
Solano Community College  
Unitek College

### **BSN Programs**

CSU East Bay  
Dominican University of California  
Samuel Merritt University  
San Francisco State University  
San Jose State University  
Sonoma State University  
University of San Francisco

### **ELM Programs**

Samuel Merritt University  
San Francisco State University  
Sonoma State University  
University of California San Francisco  
University of San Francisco

**APPENDIX B – BRN Education Advisory Committee Members****BRN Education Advisory Committee Members****Members**

Loucine Huckabay, Chair  
Sue Albert  
Audrey Berman  
Liz Close  
Patricia Girczyc  
Marilyn Herrmann  
Deloras Jones  
Stephanie Leach  
Tammy Rice, MSN, RN  
Scott R. Ziehm, ND, RN

**Organization**

California State University, Long Beach  
College of the Canyons  
Samuel Merritt University  
Sonoma State University  
College of the Redwoods  
Loma Linda University  
California Institute of Nursing and Health Care  
formerly with California Community College Chancellor's Office  
Saddleback College  
University of California, San Francisco

**Ex-Officio Members**

Louise Bailey                      California Board of Registered Nursing

**Project Managers**

Carol Mackay                      California Board of Registered Nursing  
Julie Campbell-Warnock              California Board of Registered Nursing



**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM:** 9.7

**DATE:** March 10, 2011

**ACTION REQUESTED:** Licensing Program Overview and Statistics

**REQUESTED BY:** Catherine Todero, PhD, RN, Chairperson  
Education/Licensing Committee

**BACKGROUND:**

**Program Update:**

The Board of Registered Nursing Licensing Program has been processing applications for January graduates wanting to take the NCLEX-RN. Schools are able to provide the Board with information for their graduates a minimum of 4 weeks prior to the graduation date; however, within the last month we have found that some schools are not submitting documentation until after the graduation date. From February 1, 2011 through February 22, 2011, we processed 145 applications for new graduates who attended California Nursing Programs.

The Licensing Program will be facing challenges this spring. We will have the following vacancies: three Key Data Operator (KDO) positions; one Staff Services Analyst (SSA) position and the Program Manager position. The KDO positions are critical in the processing of the new applications. The KDOs create the new files that are then directed to the Evaluators for processing. The main focus of the SSA position that will be vacant is the evaluation of internationally educated applicants. However, the person in this position is cross-trained to assist with other evaluations.

Before the increase in new graduate applications begins in April, we will meet to determine how the existing duties can be redirected. Our goal is to find a way to continue processing and evaluating applications efficiently as to not create a backlog.

**Statistics:**

The Department of Consumer Affairs, in conjunction with the Board, continues to provide statistical reports to the Governor's Office and the State and Consumer Services Agency on a monthly basis for the Licensing and Job Creation Report. This project has been on-going since January 2010 and the Board has been an active participant in meeting the goals of the program to contribute towards California's job growth through expeditious and efficient processing of professional pending examination and licensing applications.

The statistics for the last two fiscal years and the first six and one-half months of Fiscal Year 2010/11 are attached. You will note that there is a decrease in the number of applications for examination, endorsement and repeaters during the last two fiscal years. It is believed that this is

due to the economic slowdown and the Boards no longer accepting applications that do not include a United States Social Security Number.

**Issues:**

- Credits given for entire programs such as vocational nursing, nursing assistant and MD level to meet RN course work requirements. The student completes minimal theoretical and clinical course work prior to receiving the degree as a Registered Nurse.
- Modular distance learning programs offering self-directed and/or independent study. These students have only occasional interaction with an assigned tutor, and how, when and where the clinical practice is completed is questionable. .
- Staff is looking more carefully at documents from a school in Indonesia. The education is being validated by a former school official. This person has not been affiliated with the school for at least the last three years.
- Still receiving questionable transcripts and nursing licenses from the Philippines.
- Still receiving applications from students who attended on-line programs offering degrees based on work and/or experiences and the degree is awarded in as little as 7 days. A transcript for an applicant who completed one of these programs was sent from a company based in the United Arab Emirates.

**NEXT STEPS:**

**FISCAL IMPLICATIONS, IF ANY:** None

**PERSON TO CONTACT:** Bobbi Pierce, Lead  
Licensing Program  
(916) 574-7668



**CALIFORNIA BOARD OF REGISTERED NURSING  
LICENSING STATISTICS**

	<b>FISCAL YEAR 2008/09</b>			<b>FISCAL YEAR 2009/10</b>			<b>FISCAL YEAR 2010/11 7/1/2010 – 2/22/2011</b>		
<b>DESCRIPTIONS</b>	<b>APPS RECEIVED</b>	<b>**APPS PENDING</b>	<b>LICENSES &amp; CERTS ISSUED</b>	<b>APPS RECEIVED</b>	<b>**APPS PENDNG</b>	<b>LICENSES &amp; CERTS ISSUED</b>	<b>APPS RECEIVED</b>	<b>**APPS PENDING</b>	<b>LICENSES &amp; CERTS ISSUED</b>
REGISTERED NURSE – EXAMINATIONS ENDORSEMENTS & REPEAERS	50,504	8,398	23,624	44,516	7,492	23,357	21,852	6,991	15,870
CLINICAL NURSE SPECIALISTS	246	13	216	240	27	204	136	39	133
NURSE ANESTHETISTS	142	1	129	139	4	124	110	16	109
NURSE MIDWIVES	38	0	45*	42	0	38	33	3	38
NURSE MIDWIFE FURNISHING NUMBER	37	0	35	37	2	32	11	2	13
NURSE PRACTITIONERS	817	0	804	937	9	854	554	82	671
NURSE PRACTITIONER FURNISHING NUMBER	704	2	680	670	7	598	418	97	430
PSYCH/MENTAL HEALTH LISTING	9	1	6	5	1	4	5	3	3
PUBLIC HEALTH NURSE	2,148	98	1,997	2,538	120	2,373	1,644	145	1,778

\*Nurse-Midwife applicants are often educated outside of the United States and must remediate course work prior to certification.

\*\*Applications pending – Initial evaluation is complete; additional documentation required to complete file or applicant need to register with the testing service, Pearson VUE.



**BOARD OF REGISTERED NURSING**  
**Education/Licensing Committee**  
**Agenda Item Summary**

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**AGENDA ITEM: 9.8**  
**DATE: March 10, 2011**

**ACTION REQUESTED:** Information only – NCLEX Pass Rate Update

**REQUESTED BY:** Katie Daugherty, MN, RN  
Nursing Education Consultant

**BACKGROUND:** The Board of Registered Nursing receives quarterly reports from the National Council of State Boards of Nursing (NCSBN) about the NCLEX-RN test results by quarter and with an annual perspective. The following tables show this information for 12 months and by each quarter.

**NCLEX RESULTS – FIRST TIME CANDIDATES**  
**January 1, 2010 – December 31, 2010\*\***

<b>JURISDICTION</b>	<b>TOTAL TAKING TEST</b>	<b>PERCENT PASSED %</b>
California	11,371	87.53
United States and Territories	140,883	87.42

**CALIFORNIA NCLEX RESULTS – FIRST TIME CANDIDATES**  
**By Quarters and January 1, 2010-December 31, 2010\*\***

<b>1/01/10- 3/01/10</b>		<b>4/01/10- 6/30/10**</b>		<b>7/01/10- 9/30/10</b>		<b>10/1/10- 12/31/10</b>		<b>10/01/10- 12/31/10</b>	
# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass	# cand.	% pass
3,840	89.79	2,114	89.92	4,423	86.03	994	80.38	11,371	87.53

*\*Includes (9), (6, (6)& (2) “re-entry” candidates.*

*\*\* 2010 NCLEX-RN Test Plan and a higher passing standard (-0.16 logits) were implemented April 1, 2010.*

The Nursing Education Consultants monitor the NCLEX results of their assigned programs. Current procedure provides that after each academic year (July 1 – June 30), if there is substandard performance (**below 75% pass rate for first time candidates annually**), the NEC requests the program director submit a report outlining the program's action plan to address this substandard performance. Should the substandard performance continue in the second academic year, an interim visit is scheduled and a written report is submitted to the Education/Licensing Committee. If there is no improvement in the next quarter, a full approval visit is scheduled within six months. A report is made to the Education /Licensing Committee following the full approval visit.

**NEXT STEPS:** Continue to monitor results

**FINANCIAL IMPLICATIONS, IF ANY:** None

**PERSON(S) TO CONTACT:** Katie Daugherty, NEC  
(916) 574-7685

**California Board of Registered Nursing**

**NCLEX-RN Pass Rates First Time Candidates  
Comparison of National US Educated and CA Educated Pass Rates  
By Degree Type**

**Academic Year July 1, 2010-June 30, 2011**

<b>Academic Year July 1-June 30</b>	<b>July-Sept #Tested % Pass</b>	<b>Oct-Dec #Tested % Pass</b>	<b>Jan-Mar #Tested % Pass</b>	<b>April-June #Tested %Pass</b>	<b>2010-2011 Cumulative Totals</b>
<b>National US Educated- All degree types *</b>	53,342 (84.8)	12,037 (81.7)			
<b>CA Educated- All degree types*</b>	4,425 (86.0)	994 (80.3)			
<b>National-Associate Degree rates**</b>	30,237 (84.0)	6,947 (79.9)			
<b>CA-Associate Degree rates**</b>	2,888 (86.0)	573 (78.5)			
<b>National-BSN+ELM rates***</b>	21,547 (85.8)	4,631 (83.8)			
<b>CA-BSN+ELM rates***</b>	1,530 (86.0)	419 (82.8)			

\*National rate for All Degree types includes four categories of results: Diploma, AD, BSN+ELM, and Special Codes. Use of the Special Codes category may vary from state to state. In CA, the Special Codes category is most commonly used for re-entry candidates such as eight year retake candidates wishing to reinstate an expired license per CCR 1419.3(b). The CA aggregate rate for the All degree types includes AD, BSN+ELM, and Special Codes but no diploma program rates since there are no diploma programs in CA. CA rates by specific degree type exclude special code counts since these are not reported by specific degree type.

\*\*National and CA rates reported by specific degree type include only the specific results for the AD or BSN+ELM categories.

\*\*\* Historically, ELM programs have been included in the BSN degree category by NCSBN.

Note: This report includes any quarter to quarter corrections NCSBN has made in data.

Source: National Council of State Boards Pass Rate Reports